DOCUMENT RESUME

ED 146 246 UD 017 384

AUTHOR	Wong, Don; Collier, Irene Dea
TITLE	Teachers Guide. Chinese Americans Past and Present; A Collection of Chinese American Readings and Learning Activities.
INSTITUTION	Association of Chinese Teachers, San Francisco, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 77
GRANT	G007602536
NOTE	71p.; For a related document see UD 017 385 ; Some pages may reproduce poorly due to paper color
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Chinese Americans; *Intermediate Grades; Learning Activities; *Reading Materials; Reference Materials; *Resource Materials; *Teaching Guides
IDENTIFIERS	*California (San Francisco)

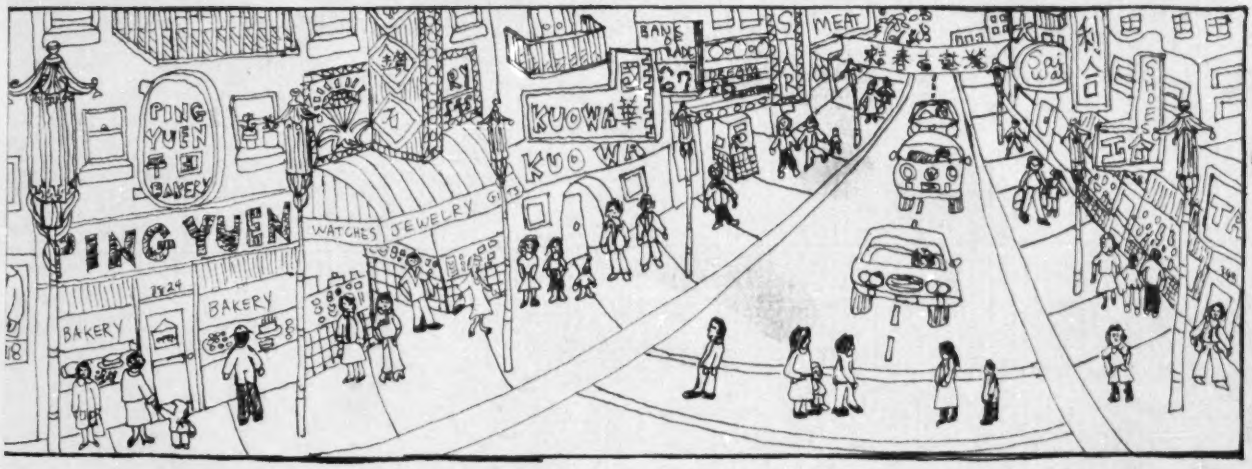
ABSTRACT

This guide for teachers accompanies a selection of twenty stories for fourth to sixth graders (9-12 year olds) on the Chinese experience in the United States. It contains a study guide for each story, brief biographies of successful Chinese Americans, a bibliography, a chronology of Chinese American history, and a set of learning activities to be used in conjunction with the stories. Each study guide consists of a story summary, story objective and background, a vocabulary list, activity suggestions, and indicators of topics this story may have in common with others in the book. Aspects of many experiences cited in the reading selections are common to all Chinese Americans, and the teaching guide includes demographic information on Chinese throughout the U.S. The reading material, however, specifically emphasizes the role of the Chinese in the development of the American West, and relates to the contemporary situation in California. Similarly, the teaching guide focuses upon resources such as libraries, media and cultural centers, curriculum development centers, and bookstores, in the San Francisco Bay area. The learning activities presented include some specific to the San Francisco Chinese and others which would be relevant to the general Chinese American experience. (GC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED146246

SEP 8 1977



Teacher's Guide

CHINESE AMERICANS PAST & PRESENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Collection of Chinese American Readings and Learning Activities

UD0 17384

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: UD
In our judgment, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

TACT 華裔教師聯會
The Association of Chinese Teachers
CHINESE AMERICAN HERITAGE PROJECT

TEACHER'S GUIDE

CHINESE AMERICANS
PAST AND PRESENT

A COLLECTION OF CHINESE AMERICAN READINGS

AND

LEARNING ACTIVITIES

Written by

Don Wong

and

Irene Dea Collier

Produced by

TACT

The Association of Chinese Teachers

CHINESE AMERICAN HERITAGE PROJECT

June 1977

These materials were produced under Grant No. G007602536 from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred.

ACKNOWLEDGEMENTS

Chinese Americans, Past and Present, would not have been possible if not for the time and effort of numerous individuals. We want to thank the following people for helping us to develop this book.

Jeffery Paul Chan
Janis Chan
H.M. Lai
Russ Lowe
Helen Chin
Kathleen Chang
Angela Foo
Billie Banford Leong
Helene Lew
Maisie Dea
Dorothy Yee
Connie Young Yu
Ben Adam
Jones Wong
Phyllis Wayne
Sharon Moore
Annette Lim
Shirley Lee-Poo
Nida Alexander
Paul Cheng
Nick Bartel
Janette Zane
Myrna Tsukamoto
Alvin Dea
Steve Wallace
Winnie Tang
Teresa Chen
Joann Lee
Kay Nomura
Judy Seto
George K. Woo
Molly Ho
Renee French
Linda Lee
Helen Lee

This book is dedicated to the memory of the late Charles Chuck Chan. Mr. Chan was a member of the project's Citizen's Advisory Council.

TABLE OF CONTENTS

	Page
Introduction	1
How to Use the Study Guides	2
Activities Index	3
Common Areas Index	4

Story Study Guides

Why Did the Chinese Leave China?	6
A Chinese Miner's Letter	7
A Bone Collector's Story	8
The Chinese: Railroad Builders of the West	9
Chinese Workers Stand Up for Their Rights	10
A Morning Among the Tules	11
The Early Chinese in the Cities	12
The World on Your Shoulders	13
Number 127, San Francisco Okay	14
The Travels of George Wong	15
Ben's Way.	16
Billy's Big Day	17
Bessie Lee, a Native of Monterey	18
A Separated Family	19
Chinatown U.S.A.	20
The Most Important People	21
A Better Life for Us	22
I'm a Hero, Too	23
Bobby's News Report	24
The Chinese in the Courts	25
What Do Chinese Americans Do Today?	27
Chinese American Biographies	28

Supplementary Materials and Information

	Page
Teacher Reference Materials	31
Guidelines for Analyzing Books on Chinese Americans	31
Chinese American Children's Books	33
Other Curriculum Materials	34
Facts and Figures About Chinese Americans	35
Chinese American Resources	38
Activity Sheets Answer Key	40

INTRODUCTION

Chinese Americans, Past and Present consists of twenty reading selections, both fiction and non-fiction. These readings cover a wide range of topics dealing with the history of the Chinese in America and with contemporary Chinese American experiences.

The objectives of Chinese Americans, Past and Present are:

1. To broaden the student's awareness that Chinese Americans are an integral part of a multi-ethnic and pluralistic American society.

2. To develop the student's understanding of the vital role that Chinese Americans played in the development of the West.

   a. achievements of Chinese in transportation, agriculture, reclamation, fishing and providing goods and services

3. To increase the student's knowledge of social factors that have shaped the Chinese American experience.

   a. anti-Chinese laws, the Angel Island detention, exclusion laws

   b. social changes caused by prejudice and discrimination: bachelor society and separated families

Chinese Americans, Past and Present is intended for use at grades 4-6 for children ages 9-12. These readings are best utilized with teacher direction.

The teacher's guide to Chinese Americans, Past and Present contains study guides, learning activities, a bibliography and a chronology of Chinese American history. The information and suggestions in the teacher's guide should help in preparing activities to accompany the reading selections. On pages 31 to 39, there is a list of suggested general readings and background information concerning Chinese Americans. Much of this information can be shared with the students.

The readings follow each other in an approximate chronological order. The teacher can use them independently if she/he desires. Teachers who have never used Chinese American curriculum materials in their classroom before can provide their students with general information about Chinese Americans by reading these selections: 1) Why Did the Chinese Leave China? 2) The Chinese: Railroad Builders of the West 3) The Early Chinese in the Cities 4) Chinatown U.S.A. 5) What Do Chinese Americans Do Today?

If you have any comments about Chinese Americans, Past and Present we would appreciate hearing from you. You can write to us in care of the Association of Chinese Teachers, 1-15 Waverly Place, San Francisco, California 94108.

HOW TO USE THE STUDY GUIDES

The study guides aid the teacher in discussions and in providing class activities for the students. By following the suggestions in the guides, the teacher can provide an interesting and stimulating program of study on Chinese Americans.

Each reading's study guide is comprised of six major components: story summary, story objectives, story background, vocabulary list, activity suggestions, and common areas of study.

The Story Summary is a brief explanation of the story's major points.

The Story Objectives define the major themes presented in the reading. It gives the teacher a focus for formulating the discussion questions.

The Story Background gives historical and background information. The purpose of this section is to fit the story within the context of the Chinese American experience. The teacher may want to use this information to give students more explanation about the topic covered in the reading.

The Vocabulary List is a list of words that students may be unfamiliar with.

The Activity Suggestions are intended to reinforce the lessons of the reading. All activities can be integrated into the teacher's regular curriculum. For example, art lessons, map exercises, and science experiments are some of the suggested activities. The emphasis is on group activities because the readings already have individual student activities. The activities are listed in an index on page 3.

Common Areas of Study are pointed out in each study guide where the readings may be useful in the study of other subjects. The index of Common Areas of Study is on page 4.

Some of the readings have activity sheets which can be thermafaxed and duplicated for the students.

ACTIVITIES INDEX

		Page
ART	Why Did the Chinese Leave China?	6
	The Chinese: Railroad Builders of the West	9
	The World on Your Shoulders	13
	Bessie Lee, a Native of Monterey	18
	I'm a Hero, Too	23
	Bobby's News Report	24
BULLETIN BOARD	The World on Your Shoulders	13
	The Travels of George Wong	15
CREATIVE WRITING	Number 127, San Francisco Okay	14
	The Most Important People	21
	I'm a Hero, Too	23
FIELD TRIPS	A Morning Among the Tules	11
	Billy's Big Day	17
	Chinatown U.S.A.	20
GAMES	What Do Chinese Americans Do Today?	27
GROWING PLANTS	The Travels of George Wong	15
HANDICRAFTS	The Chinese in the Cities	12
INTERVIEW	A Better Life for Us	22
LANGUAGE STUDY	Bobby's News Report	24
MAP EXERCISE	Why Did the Chinese Leave China?	6
	A Bone Collector's Story	8
	Chinatown U.S.A.	20
ROLE PLAYING	Chinese Workers Stand Up for Their Rights	10
	Number 127, San Francisco Okay	14
	Ben's Way	16

COMMON AREAS INDEX

		Page
AGRICULTURE		
	A Morning Among the Tules	11
	The Travels of George Wong	15
CIVIL WAR		
	The Early Chinese in the Cities	12
COMMUNITIES AND NEIGHBORHOODS		
	Chinatown U.S.A.	20
	A Better Life for Us	22
	Bobby's News Report	24
COURTS AND JUSTICE IN AMERICA		
	The Most Important People	21
	Bobby's News Report	24
ECOLOGY AND POLLUTION		
	Billy's Big Day	17
ECONOMIC DEPRESSIONS		
	The Early Chinese in the Cities	12
	The Most Important People	13
EQUAL OPPORTUNITY		
	The Most Important People	21
	What Do Chinese Americans Do Today?	27
EXAMINING MEDIA INFLUENCES		
	Bessie Lee, A Native of Monterey	18
	A Separated Family	19
FAMILY LIFE		
	A Separated Family	19
	A Better Life for Us	22
	I'm a Hero, Too	23
FISHING		
	Billy's Big Day	17
	Bessie Lee, A Native of Monterey	18
GHOST TOWNS OF CALIFORNIA		
	A Bone Collector's Story	8
	Chinatown U.S.A.	20
IMMIGRATION		
	Why Did the Chinese Leave China?	6
	The Early Chinese in the Cities	12
	Number 127, San Francisco Okay	14
	A Separated Family	19
	A Better Life for Us	22

		Page
LABOR MOVEMENT		
	Chinese Workers Stand Up for Their Rights	10
	The Early Chinese in the Cities	12
	The Travels of George Wong	15
	What Do Chinese Americans Do Today?	27
MINING		
	A Chinese Miner's Letter	7
	A Bone Collector's Story	8
NUTRITION		
	Bessie Lee, a Native of Monterey	18
OCCUPATIONS		
	The Most Important People	21
	What Do Chinese Americans Do Today?	27
PREJUDICE AND DISCRIMINATION		
	Ben's Way	16
TRANSPORTATION		
	The Chinese: Railroad Builders of the West	9
	Chinese Workers Stand Up for Their Rights	10
WOMEN'S ROLES IN SOCIETY		
	The World on Your Shoulders	13
WORLD CULTURES		
	A Separated Family	19
	Bessie Lee, a Native of Monterey	18
	A Better Life for Us	22
	Bobby's News Report	24

WHY DID THE CHINESE LEAVE CHINA?

Story Summary

Illustrated with nine picture strips, this is a story of Chinese migration in the 19th century. It touches on factors that caused many Chinese to emigrate during this tumultuous period in Chinese history and mentions some of their jobs in their new countries.

Story Objectives

1. To show the world-wide migration of the Chinese in the 19th century.
2. To point out some of the factors that both forced and encouraged the Chinese to leave China.
3. To show that Chinese came to the United States to work as well as to seek gold.

Story Background

Children are often surprised to see Chinese children from Southeast Asia, South America and Europe in their classrooms. They tend to think that Chinese people only live in China, Taiwan, Hong Kong and the United States. However, the historical factors that brought Chinese to the United States are often the same ones that brought Chinese to other parts of the world.

A popular misconception has been that Chinese people came to the United States merely as sojourners and fortune seekers. While this was true of many, the majority of Chinese came to the United States as recruited laborers. They arrived under the credit ticket system, which advanced their ship's passage to the new country. Would the Chinese have brought their families if they had arrived under different circumstances? This is one of the many unanswered questions in Chinese American history.

The work done by these early Chinese was often labeled "unskilled"; however, the various construction projects the Chinese worked on required both skill and courage. At the time of their arrival in California, the state faced a labor shortage. With the admission of California into the union as a free state, a source of cheap labor other than slavery was seen as necessary to the development of the state. This need was often filled by Chinese workers. While their labor was widely exploited, their work has been dismissed as "unskilled," or forgotten.

Vocabulary: migration, settle, Cantonese, foreign, foreigners, continent

Suggested Activities

1. See Activity Sheet #1 "The Chinese in Different Countries"
2. Crayon Resist: Picture Strip #5 shows different boats that one might find in the Canton harbor. Have students draw and color boats with crayon. Paint over the crayon with watercolor, which will "resist" the crayon wax.

Common Areas: migrations to the U.S., decline of slavery and increased use of immigrant labor.

A CHINESE MINER'S LETTER

Story Summary

This reading selection is a fictional letter from a Chinese miner to his wife in China. He describes his experiences in the gold country of Oregon.

Story Objective

To show what a Chinese miner's life was like in the 1860's.

Story Background

Thousands of Chinese men left China to search for wealth in the gold fields of North America in the late 1800's. They came after thousands of men from other countries of the world were already in the gold country. The numbers of Chinese were small compared to the white miners in the 1850's so that the white miners tolerated the presence of Chinese miners. But as the numbers of Chinese miners multiplied, antagonism and anti-Chinese sentiments grew. White miners passed laws forbidding Chinese from mining in their counties and they ran the Chinese off mining claims. The foreign miner's tax was passed in California. It was enforced almost exclusively against the Chinese. (See study guide to "A Bone Collector's Story.") This anti-Chinese agitation lessened when the surface deposits of gold became harder to extract. The mining claims were abandoned or sold to the Chinese because the white miners did not consider them worth the time and effort to work. By 1870, the Chinese were the largest single racial group among the gold miners of the West. Soon the surface deposits became exhausted and there were few surface mining operations left by the 1880's. The Chinese left gold mining to seek other work.

Much of the gold mined by the Chinese came from the rivers and streams. Gold nuggets and dust were washed down from the mountains and buried in the gravel and dirt of the stream beds. At first miners panned for this gold, but they soon devised more efficient methods of extracting the gold. They built dams and channeled the dammed water into wooden troughs that flowed into sluice boxes and long toms. This method is called placer mining. The whole idea behind this methods is to wash the dirt and other debris away from the gold. One of the implements widely used by the Chinese miners was the cradle. (See picture in the story.)

Vocabulary List: abandoned, patiently, familiar, credit, skunks, nuggets

Activity Suggestions

1. Panning for gold: Your students can pan for gold. Materials needed: small rocks (spray-painted gold), dirt and a pan (pie pan will do). Directions: Do it outside. Place gold rocks and dirt in pan. Pour water in pan and swish the pan carefully with a circular motion. The dirt should spill out. In the end, you can separate the rocks.
2. See Activity Sheet #2 "Find the Gold Maze."

Common Area of Study: gold mining

A BONE COLLECTOR'S STORY

Story Summary

This is a ghost story based on the experiences of the Chinese in the mining camps of California. An old man and his nephew attempt to find a group of Chinese miners after the townspeople refuse to help them. The uncle falls asleep, the miners' ghosts appear and leave their gold.

Story Objectives

1. To show the signficance of the foreign miner's tax in the development of California.
2. To show the obstacles faced by Chinese miners.

Story Background

One of the accusations leveled against the Chinese miners was that they were contributing nothing to the state, but were merely fortune hunters seeking to enrich their own country. However, this was not the case. A foreign miner's tax, originally aimed at Mexican and South American miners, was collected by both bona fide and fake tax collectors. From 1850-1870, this tax made up over one-half of the state's income and was responsible for the financial support of entire counties. In 1870, this tax was declared unconstitutional.

Anti-Chinese sentiment forced the Chinese out of the mines in the early 1850's. The Chinese were denied equal protection, along with Indians and Blacks, as they were not allowed to testify in court. In the late 1850's, the easily worked deposits of gold dwindled, as did the numbers of white miners. The Chinese returned to the mines, this time as laborers for Chinese and white mining companies. Many of the claims they worked had been abandoned by previous miners as uneconomical. By working these abandoned claims and by opening stores, laundries and restaurants, the Chinese prolonged the lives of many mining communities.

Vocabulary: vultures, minister, heathens, proper, shivered, nuggets, rumor

Activity Suggestions

1. See Activity Sheet # 3-A, 3-B "Mining Towns With Chinese Populations"
2. Read other tales of gold discovery to the class. Coronado's Children and Yaqui Gold, both by Frank Dobie, contain some interesting tales. Some care should be exercised in choosing the stories as they contain some racial slurs. One theme running throughout the mining tales is the unhappiness brought by the "lucky" find. A good discussion of the value of monetary gains can be drawn from this and other such stories.

Common Areas: mining in California, ghost towns of California

THE CHINESE: RAILROAD BUILDERS OF THE WEST

Story Summary

This story describes the role that the Chinese played in building the major railroads of the West. Their skill, courage, and dedication made them excellent railroad workers. Once the railroads were completed, the rapid development of the West began.

Story Objectives

1. To illustrate the role of the Chinese in building the railroads of America that stimulated the growth of the West's population and economy.
2. To show that major achievements in the West often came about as the result of many people's efforts (railroad building and reclamation).

Story Background

The Chinese first became involved with railroad building in America as the result of a labor shortage on the Central Pacific Railroad (CPR). The owners of CPR could not find enough men to do the work of building the western half of the Transcontinental Railroad. At the time, the lure of gold in the mountains was greater than the pay of a railroad job. The Chinese were first hired as an experiment because the owners thought the Chinese could not stand up to the rigors of the job. The experiment was a success. It lead to the hiring of thousands of Chinese on the CPR. As a result, other railroads contracted the Chinese to build their lines. Most of the railroads in California were constructed by the Chinese.

Railroad construction was hazardous and backbreaking work. The loss of lives was high on many of the railroads. It has been estimated that over 1200 Chinese were killed and countless others injured during the building of the Transcontinental Railroad. (For more information on working conditions and pay, see railroad strike story, "Chinese Workers Stand Up for their Rights.")

There is a tendency for textbook authors to emphasize great achievements as the work of a few men. In the case of the railroads of the West, the achievements of the Chinese have been overlooked. Students should realize that the Chinese workers were instrumental to the success of many large undertakings in the West, e.g., large scale farming, reclamation. These workers have not been given the recognition they deserve for their bravery, persistence, and sacrifices.

Vocabulary List: transcontinental, ledge, minerals

Activity Suggestions

1. Using illustrations from the story or from other books as models, create a mural with scenes of Chinese working on the railroad. Assign groups to work on specific parts of the mural.
2. Do a study on transportation. Discuss how transportation affects our lives. Compare travel 100 years ago with today. Ask how long it takes to go from San Francisco to Los Angeles by train, car, and airplane.

Common Area of Study: transportation and railroads

CHINESE WORKERS STAND UP FOR THEIR RIGHTS

Story Summary

On June 24, 1867, the largest strike by Chinese workers in America took place. They halted the construction of the western half of the first trans-continental railroad being built by the Central Pacific Railroad (CPR). Poor working conditions and low wages caused the strike. Over 5,000 Chinese workers walked off the job, but a week later they were forced to return to work. Charles Crocker, one of the owners, stopped their food supplies, starving them until they went back to work.

Story Objectives

1. To show that the early Chinese were often exploited by industrialists of the West.
2. To show that the early Chinese were not passive and docile workers. They were not afraid to stand up for their rights.

Story Background

A common theme in Chinese American history is the exploitation of Chinese as a cheap source of labor. It was not hard to take advantage of the Chinese because they had limited job opportunities and took what work they could find. Laws prevented the Chinese from working for banks, at government jobs, and in the building trades. Their acceptance of low paying jobs did not mean that they would not fight back against poor working conditions and unfair treatment. The strike on the Central Pacific Railroad is one of many incidents that are never mentioned in history textbooks. In the 1870's, woolen mills were struck by Chinese in Northern California. In 1878, the Chinese vegetable sellers in Los Angeles went on strike for two weeks, leaving the city's people without fresh vegetables. The strike was called because the city government passed an ordinance which would force Chinese out of their vegetable selling jobs. In the 1930's, Chinese garment workers picketed the National Dollar Stores for more pay and the right to form an union. In 1975, about 20,000 Chinese marched on city hall in New York City to protest incidents of police brutality and job discrimination. This was the largest demonstration of Chinese in America.

Vocabulary List: strike, overseer, millionaire, reluctantly, avalanche

Activity Suggestions

1. Group discussion to hear feelings and opinions about the story -- possible discussion questions: Why were the Chinese paid lower wages than the other workers? How would you have reacted if you were a Chinese worker? How do they make workers go back to work today? Can they starve them back to work?
2. Have students draw the highlights of the Chinese strike in a storyboard form like a comic strip.
3. Make up a skit about the strike using the story as reference.

Common Area of Study: labor unions, worker's rights

A MORNING AMONG THE TULES

Story Summary

This is a slow paced story describing a morning in the life of Louie, a teenager working in the Sacramento Delta. He wakes up, washes, looks out over the landscape and thinks about his work and about his family.

Story Objectives

1. To show the role of the Chinese in reclaiming the land in the Sacramento Delta.
2. To show the importance of reclamation to California agriculture.

Story Background

Agriculture in the Sacramento and parts of the San Joaquin Valleys was impossible in the 1860's and 1870's. Much of the land was swampy and covered with tules. Clearing and draining this marshland was one of the jobs for which the Chinese were hired after the building of the railroad. The Chinese built the first drainage ditches and levees in the Sacramento Delta. They were the pioneers who made it possible to exploit the rich agricultural potential in these two valleys. The work of the Chinese in building the railroads and in reclamation increased the property value of California by $289,700,000. But in the 1890's, invention of the clam shell dredger made the use of Chinese workers obsolete and their role in early reclamation has almost been forgotten. However, small reminders of that era can be found in the scattered Chinese populations of Delta towns like Locke, Walnut Grove and Isleton.

Vocabulary List: tules, levees, horizon, aching joints, cursing, slippery, fascinated, valley, marshes

Activity Suggestions

1. See Activity Sheet # 4-A, 4-B "The Sacramento Delta"
2. Take the class on a field trip to a marsh. Ask them questions like: Would the decaying plants help to make good farmland? Is the ground firm under the plants? How long do you think it would take to drain the marsh to turn it into farmland? Ask them to draw the plants, birds and insects that they see and label them.

Common Areas of Study: the development of agriculture in California, the Sacramento River Delta region, the Japanese Americans in reclamation

THE EARLY CHINESE IN THE CITIES

Story Summary

This story is about the items that the Chinese produced and the services that they provided in the cities. Designed for easy reading, it is illustrated with many ink drawings of the objects they produced.

Story Objectives

1. To show the role of the Chinese in early industry and construction trades in California.
2. To show the importance of that role in providing material goods in the critical time period during and after the Civil War.

Story Background

When the eastern factories regeared to make weapons during the Civil War, the country was hard pressed for many household items. This gap was filled on the West Coast by factories manned with Chinese laborers.

Although they provided the nation with many of the items it needed, the Chinese were ejected from industry during the depression that followed the Civil War. Politicians seized the opportunity to make scapegoats out of the Chinese, a technique repeated in history against many minority groups, both white and non-white. When the Chinese were excluded from these industries, there was no rush of white workers to fill their positions. Rather, many industries were allowed to die from lack of workers and from the resumed competition in the East.

Ironically, it was the completion of the transcontinental railroad that enabled the East to resume trade with the West. To do this, the eastern factories exploited women and children, most of them European immigrants, as a source of cheap labor.

Today, the sewing trades are the only surviving element of the time when the Chinese were a prominent force in the early industries of California.

Vocabulary List: Civil War, items, factories, mills, granite, swamps, construct

Activity Suggestions

1. See Activity Sheet # 5 "Items Made by the Early Chinese in California"
2. Candle Making: Adult supervision is necessary as paraffin is extremely volatile if it drips onto open flame. Process: Dip wick into a can of hot, melted paraffin, then into a can of cold water. Coffee cans are good containers. Repeat process until a candle forms. Follow with discussion questions: How long did it take to make one candle? How would they feel doing it for a living? Explain that candles were dipped in large quantities in vats.

Common Areas of Study: Civil War, European immigration/factory workers, labor movement, economic depression, industrial revolution

THE WORLD ON YOUR SHOULDERS

Story Summary

Chung Fong Low lives in Shane, Nevada with her three young sons. Frank Low, her husband, has just died. He operated a general store. Chung Fong is facing the world on her own for the first time. She must make a transition. Before her husband's death, she did what he told her to do. But with the demands of frontier life, she also had to become independent. Now she has to assume the responsibility of being head of the family. The story takes place in 1908.

Story Objectives

1. To define the kinds of roles that Chinese American women played in the West.
2. To show that the Chinese were also pioneers in the West.

Story Background

In the late 1800's, there were few Chinese women in America. There were various reasons for this. During the gold rush in California and in other western states, most gold miners, including the Chinese, had no intention of settling in the West once they had struck it rich. They had wives and sweethearts waiting back home. In the 1860's the industrialists of the West went to China to hire male laborers. This system of contract labor did not allow wives of laborers to come to America.

The few Chinese women in America were usually the wives of merchants. Still others were forced to come to America to work as prostitutes. After 1882, exclusion laws stopped most Chinese from coming to America. This exclusion maintained the low Chinese female population and created a social situation where the Chinese males were living virtually in a "bachelor society." Life in America was very lonely. Only a lucky few had wives and families in this country. Those Chinese who were U.S. citizens made trips back to China in order to marry and start a family. Unfortunately, strict immigration laws did not permit the wives and families to return to America with them. In 1924, a law was passed which stopped the immigration of Chinese women completely. This law was repealed in 1943. The arrival of Chinese women and the native birth of Chinese females has caused the numbers of Chinese women in America to increase.

This story is based on the life of Chew Fong Low, who was born in 1869 in San Francisco. She married in her teens and moved to Nevada. She went on to become a wealthy businesswoman with stores in St. Louis and Memphis. Before she died, she built an apartment building in San Francisco which stands on the corner of Washington and Powell Streets.

Vocabulary List: territory, pendant, Paiute

Activity Suggestions

1. Group Discussion: This story can be used to discuss the roles of women in our society. In Chung Fong's case, she had to assume many of the duties and responsibilities of her husband. What were some of those duties?
2. Bulletin Board: Do a display of Chinese American women's roles today. Draw pictures of women in various occupations--some may be traditional and others non-traditional.

Common Area of Study: women's roles in society

NUMBER 127, SAN FRANCISCO OKAY

Story Summary

Siu Lun Wong is a 15-year-old immigrant. He has been at Angel Island Immigration Detention Barracks for 14 days. The immigration officials have been interrogating him to make sure that he can enter the U.S. legally. During his stay at Angel Island, Siu Lun becomes friends with another detainee, Wah Sun. Wah Sun has written a poem on the walls of the barracks. The story ends with Siu Lun being released.

Story Objective

To show that the Chinese detention at Angel Island was part of a discriminatory immigration policy directed at the Chinese.

Story Background

The purpose of the interrogation at Angel Island Immigration Station was to stop illegal Chinese immigration. After 1882, Chinese immigration to America was tightly controlled. It was difficult to enter this country if you were not a student, merchant, or diplomat. In 1906, a natural catastrophe provided a way for Chinese to immigrate illegally. The San Francisco Earthquake and Fire destroyed all the immigration records of Chinese in America. Thus, Chinese who were not citizens could claim they were. The "slot racket" and the appearance of "paper sons" came into being. The system worked in this manner. A U.S. citizen of Chinese descent claimed to have sons in China. The "son's" immigration papers were sold to a person wanting to go to America. To put a stop to this, immigration officials questioned Chinese entering America to prove their identity.

Each Chinese arriving at Angel Island was given a health check and asked questions about his relatives, friends, and village in China. Collaborating witnesses were used to check the testimony of the immigrant. The interrogation caught many illegal entries but it also denied entry to Chinese who could enter legally. There were cases of Chinese staying on Angel Island for two years or more while they were appealing their cases in federal courts. The stay on Angel Island took its toll on the Chinese. A number of suicides occurred.

In contrast, European immigrants passing through Angel Island were separated from the Chinese and not subjected to intensive interrogation. On the East Coast at Ellis Island Immigration station, European immigrants were usually passed through in a day or less.

Today at Angel Island Immigration Barracks, there are reminders of the Chinese immigrants. Carved on the wooden walls of the barracks are poems written by the Chinese waiting for entry. Plans are under way to restore the Immigration Barracks at Angel Island.

Vocabulary List: officials, mattress, nervous, barracks, accustomed

Activity Suggestions

1. Recreate the interrogation at Angel Island. (See list of possible questions on Activity Sheet #6). Follow it with a class discussion. Discussion questions: How would you feel if you had to answer all those questions? What would you do if they didn't believe you? What could you do while waiting to be released?

Common Areas of Study: immigration, Ellis Island

THE TRAVELS OF GEORGE WONG

Story Summary

George Wong is a retired farm worker who describes his experiences and feelings about his life as a migrant farm worker. He talks about his travels around California in the 1920's.

Story Objectives

1. To make known the role of the Chinese in the agriculture of the West.
2. To reveal the lifestyle of the Chinese farm worker, forgotten in history.
3. To show the importance of physical labor in agriculture.

Story Background

A problem with Chinese American history has been the lack of written accounts of the early Chinese experience. The period before 1900 is lost with the death of the old timers. Fortunately, there are Chinese who still remember the past 70 years. George Wong's experiences are similar to those of many Chinese farm workers in California. Their labor was essential to the growth of agriculture in the West. Farming was done on a large scale with emphasis on single crops. The crops being grown required much care. The seasonal harvest of crops forced the workers to migrate from one crop to another.

The Chinese were responsible for establishing orchard crops in California. Chinese labor helped the value of orchard crops grow from $1.4 million in 1870 to $30 million by 1900. Their importance can be measured by a strike of Chinese vegetable sellers in 1878. The city of Los Angeles was without vegetables for several weeks. The numbers of Chinese farm workers became smaller after the passage of the exclusion laws. They were replaced by Japanese, Pilipinos and Mexicans.

Vocabulary List: asparagus, cannery, opera, pier, immigration

Activity Suggestions

1. Students can raise various plants in the classroom.
   A. Carrots--Cut off ½ inch from the top of a carrot. Put it in a shallow dish of water. Leaves should sprout in a week or two. Change the water every three days.
   B. Sweet Potato--Place the top of sweet potato in a jar of water. Hold it up in the neck of the jar by sticking toothpicks in the sweet potato. After roots and a stem have appeared, place it in a pot of soil. For an experiment, place one in the light and the other in the dark. Record the results for every day for a three-week period.

2. Bulletin Board Theme: Chinese in agriculture. A map of California showing the locations of farming areas and crops. Use student drawings and pictures from magazines to decorate it.

3. Activity Sheet #7 "Word Search."

Common Areas of Study: agriculture, plants, unionizing farm workers

BEN'S WAY

The teacher should provide strong direction in discussing this story so that the students gain a clear understanding of prejudice and discrimination.

Story Summary

This story is about Ben Fee and how he fought against racial discrimination. It describes an episode from his life when he was refused service in a restaurant in 1924. Ben finally gets served after he teaches the manager a lesson. Ben Fee was a newspaper writer and labor organizer.

Story Objectives

1. To show that the Chinese were once the targets of prejudice and discrimination.
2. To demonstrate that the Chinese confronted it.

Story Background

Anti-Chinese feelings in America have taken two overt forms. One is mob violence and the other is discriminatory legislation. Most of the violence against the Chinese occurred during the economic depressions of the 1870's and 1880's. The Chinese became scapegoats for those without jobs. The Chinese were accused of stealing jobs from white workers because they worked for less money. In reality, the Chinese did not compete with white workers for the same jobs. Legislation passed in this period prevented the Chinese from doing this. Discriminatory legislation was a threat to the Chinese livelihoods and their civil rights. Here are some of those laws:

1854 - California Supreme Court rules that Chinese may not testify against Anglos.

1860 - Separate public schools ordered for non-whites.

1870 - San Francisco Cubic Air Ordinance (each personal living quarters in S.F. must have 500 cubic feet of space. It was aimed at the Chinese who lived in cramped Chinatown. The law was overturned when S.F. jails violated the ordinance by overcrowding Chinese in jails. These Chinese had been arrested for violating the same ordinance).

1876 - Laundries without horse drawn vehicles had to pay higher business tax (most Chinese laundries did not have wagons for delivery).

1879 - The California Constitution prohibits the employment of Chinese by corporations and local governments.

1913 - California Alien Land Law (non-citizens can't own land).

In the 1920's and 1930's, violence against Chinese had all but disappeared, but racial discrimination was common. It was hard for Chinese to rent or buy housing outside of Chinatown. Employers would not hire Chinese even when they were well-qualified.

Vocabulary List: prejudice, injustice, inequality

Activity Suggestion

This story is good for a role playing situation. The students can act it out and try various endings. Questions to ask: Do you think that Ben could have done something else to change the manager's mind? How would you feel if someone told you that you couldn't eat there?

Common Areas of Study: equal opportunities, prejudice and discrimination

BILLY'S BIG DAY

Story Summary

Billy Lum is going to ask his father if he can go shrimp fishing with him. Before he can do this, bad news comes. Mr. Murdock, the State fishing inspector, tells them that pollution is ruining the shrimp fishing in San Francisco Bay. The fishermen don't know what to do. Billy's father convinces the other fishermen to stay on despite the fact that the shrimp fishing industry is dying. Billy finally gets to ask his question at the end of the story.

Story Objectives

1. To make students aware of the Chinese presence in the fishing industry of the West Coast.
2. To show how pollution has affected people's livelihood.

Story Background

The Chinese are rarely remembered for their role in the fishing industry of the West Coast. At one time, Chinese fishing camps stretched from San Diego to San Francisco. It was a common sight in the 1870's to see Chinese fishing junks off the coast of California.

Chinese began to leave the commercial fishing industry after laws were passed specifically affecting the Chinese. A monthly fishing tax, a limited fishing season, and regulations on nets and other fishing gear reduced the numbers of Chinese fishermen.

After Italian fishermen discovered shrimp in San Francisco Bay, the Chinese took to shrimp fishing. Soon they dominated the shrimp industry in California. The Chinese caught shrimp using nets. Shrimp crawl and feed along the mud bottom of the bay. Nets were staked to the bottom at right angles to the tide, trapping shrimp. Most of the shrimp caught were boiled and dried. The bulk of the shrimp meat and shells were exported to China. The dried shrimp sold on the local market for 8 to 14 cents a pound. In the 1930's to the 1950's, it was a common job for Chinese women to peel the shells from fresh shrimp in San Francisco.

The industrial pollution of fishing grounds is becoming a serious problem along the coastlines of the United States. In the Bay Area, people can no longer take oysters and clams from the waters. The once plentiful crabs have disappeared from the Bay.

Vocabulary List: propellor, canvas, pollution, chemicals

Activity Suggestions

1. Visit a fish market in Chinatown or close to school. Find out how the fish were caught and where they were caught. Try to find shrimp in the market. Have the students write and draw about their visit to the fish market.
2. Arrange a fishing trip for your class. Fish can be caught with a simple fishing rig--50 yards of line, a small weight, hook and bait. Tie and wrap the line around a short stick. The students will hold this stick when the bait, hook and line are in the water. Consult a local bait shop for the right bait.

Common Areas of Study: fishing, ecology

BESSIE LEE, A NATIVE OF MONTEREY

Story Summary

A 69-year-old woman tells of her family's history in the fishing business, the process of making salt fish and changing attitudes toward food.

Story Objectives

1. To show the history of the Chinese in the fishing industry in Monterey.
2. To bring out some factors that influence diet.
3. To have children feel good about the foods that they eat at home that might be different from the Anglo American diet.

Story Background

Monterey was once a center of the Chinese fishing industry. Hostility and anti-Chinese laws eventually forced them out of the business. Some of the hostility encountered by the Chinese resulted from their competition with non-Chinese fishing companies. This antagonism was often covered up by the accusation that the Chinese were heathen and "ate strange things," an accusation that still persists today.

Perhaps a more tolerant attitude can be developed about different foods if the following themes can be stressed: 1) food habits are acquired and learned, not instinctive; 2) food habits are influenced by geographic, social and economic factors; 3) food habits can and do change; this change is a two-way process (Americans influence Chinese and vice versa).

Vocabulary List: consider, aged cheese, Cantonese, abalone, iodine, attitudes

Activity Suggestions

1. See Activity Sheet # 8A, 8B "Fishes Commonly Eaten by Chinese in America."
2. Fish Prints: Wash fish with soap and water. Dry, rinse, and dry again. Brush black drawing ink over the fish. Dab off excess ink. Place a sheet of rice paper (newsprint will also work) over the fish and press lightly. Lift up the paper carefully.
3. Ask each student to draw a picture of a meal in his/her home. Label the food. Discuss what might be possible factors influencing the kinds of food they eat at home. The emphasis should be on cultural and family variations in food selection.
4. Ask the students to watch a food commercial on television with the following questions in mind: What are the adjectives used to describe the food? What are the visual images presented that might encourage them to buy the food? What is the actual nutritional value of the food being advertised? To what extent is the student influenced by these commercials?

Common Areas of Study: fishing in California, decorative jewelry with shells (abalone, mother-of-pearl, coral), nutrition, food habits of different nations

A SEPARATED FAMILY

Story Summary

Told from a child's viewpoint, this story traces the history of one separated family. It tells of the difficulties that both adults and children faced in adjusting to one another.

Story Objectives

1. To show the effects of the exclusion laws on a particular family.
2. To validate family situations that are different from the nuclear family.

Story Background

There are many variations on the family pattern in the United States. One of the variations faced by the Chinese was the pattern of separated families, a result of exclusion laws passed from 1882-1924. These laws made it difficult for women and children to join the men in the United States. Although the laws were repealed in 1942, strict quotas served to keep families separated until 1965 when the quotas were lifted. However, the effects of immigration policies can still be seen today as many families struggle to become a viable family unit with few role models to guide them.

For children, the role models for family life have often emerged from television. Although many different types of family situations (single parents, divorced parents, remarried parents) are now being represented, the relationships between family members often differ drastically. Affection may be expressed in radically different ways. Children need to look at the role models presented on television with an analytical eye so that they may better understand and appreciate their own families.

Vocabulary List: separated, absent, ocean liner, boarded, miserable, docked, customs house, family association, appreciate, affection.

Activity Suggestions

1. Have the children watch several television shows, following the roles of family members. How are they different from the same members in their own families? Are they similar?
2. Conduct a survey of the different kinds of family life represented in your classroom. The emphasis should be on the fact that variations are legitimate. Stress the factors that make these living arrangements necessary--social, economic, cultural. Ask each child to draw a family portrait.

Common Areas: family life in other countries, stereotypes in family role models.

CHINATOWN U.S.A.

Story Summary

This reading selection tries to show that Chinatowns are more than places for tourists to shop and eat. It presents a historical look at Chinatowns as they evolved over the last hundred years. Their size and population have been greatly affected by immigration laws and early anti-Chinese sentiments of the late 1800's.

Story Objective

To make students aware that Chinatown is part of the multi-ethnic heritage of America.

Story Background

Many people look at Chinatown as a foreign and exotic place. This image is created by Chinatown businesses that cater to the tourist trade. They display wares and curios from the Far East that leave such impressions in people's minds. But people should realize that Chinatowns, particularly in the large cities, are thriving communities. People of all ages live and work there. It is more than the brightly lit plastic facades of souvenir shops; it is their home. For example, in San Francisco's Chinatown, there are many schools, churches, and apartment houses within the boundaries of Chinatown.

Chinatowns have existed since the Chinese first arrived in this country over 120 years ago. Chinatowns appeared for two basic reasons: 1) the Chinese could be among familiar elements of culture in Chinatown--language, customs, traditions and food and, 2) in troubled times, it served as a refuge from anti-Chinese mobs. Their presence shows that America is more than a society dominated by Anglo culture. People of many different ethnic backgrounds have brought their cultures to this country.

Vocabulary List: souvenir, population, neon

Activity Suggestions

1. Field Trip to Chinatown: It is extremely important that students don't think of Chinatown as an amusement park. In San Francisco, the Chinese Cultural Center can help you to arrange a tour of the Chinese community for a fee. It is called a "Heritage Walk." It is important that students see the elements which make Chinatown a community. Students can make rubbings of plaques and signs in Chinatown with manila paper and crayons. Have the students draw and write about their trip.
2. Field Trip to the Old Gold Mining Country of California: The teacher can plan this as part of a camping trip with a small group of students. Students can see the ruins of old Chinese stores in places like Chinese Camp.
3. Visit an ethnic neighborhood and make comparisons and contrasts with your own neighborhood.
4. Activity Sheet # 9 "Map Reading Skills."

Common Area of Study: community and neighborhoods

THE MOST IMPORTANT PEOPLE

Story Summary

Although this story gives some historical background information about laundries, its main concern is talking about parents and their occupations. A twelve-year-old girl tells the story.

Story Objectives

1. To emphasize the dignity of all occupations.
2. To show that people in humble occupations can effect great changes.
3. To give historical background about laundries.
4. To show that adults sometimes have skills and potential that are untapped in their occupations.

Story Background

The Chinese in the United States have often been stereotyped as laundrymen, cooks and restaurant workers. Occupations such as these have often been labeled "menial" and "subservient." Since some of our children's parents work in these occupations, we must see their work in a more positive light. We need to reaffirm the dignity and worth of all occupations, both paid and unpaid (as in the case of housewives), although the jobs themselves often may not realize the full potential and skills of the individuals involved.

Seen in historical perspective, the Chinese experience in laundries was first a pragmatic economic enterprise, a business that was sorely needed during the gold rush. Later, it was the only occupation left to the Chinese that required little capital and gave them a small measure of independence.

One of the most important decisions in constitutional law was brought forth by two laundrymen. During the depression of 1877, Chinese laundries were the targets of vicious attacks and burnings. The San Francisco Board of Supervisors passed legislation forbidding the operation of laundries in wooden buildings. This law was enforced only against the Chinese. In 1886, the U.S. Supreme Court ruled that under the 14th Amendment, the Chinese were entitled to equal protection under the law. The decision has had far-reaching effects in protecting the civil rights of all Americans, and Yick Wo v. Hopkins remains a leading constitutional case today.

Vocabulary List: depression, society, qualified, skill, operate, hired, opportunity, mechanic, scattered

Activity Suggestions

1. See Activity Sheet #10 "Who Am I?"
2. Discuss the concept of equal opportunity and its significance.
3. Students can write on the theme "One day I woke up and found that there were no more _____ (bus drivers, cooks, doctors, teachers, etc.)" Ask them to imagine what would happen if some of these professions disappeared.

Common Areas of Study: the role of the courts in government, equal opportunity

A BETTER LIFE FOR US

Story Summary

This story is about an interview with a present day Chinese immigrant, Mr. Albert Woo. In this interview, he tells about his experiences since he came to America. Mr. Woo talks about his job, his children, and other facets of his life in America.

Story Objectives

1. To show what an immigrant faces when he starts a new life in this country.
2. To explain why Chinese immigrants come to America to start a new life.

Story Background

The recent Chinese immigration to America started in 1965 after the immigration quota for countries outside of the western hemisphere was raised to 20,000 persons a year. This change in the immigration laws allowed thousands of Chinese to enter the U.S. each year.

The promise of a better life attracted them to this country. Many Chinese like Mr. Woo came partly for their children's sake. The educational system in Hong Kong is highly competitive and educational opportunities are limited. Only a select few can enroll at the universities. Coming to America offers them a chance to provide their children with a brighter future.

Mr. Albert Woo's experiences are similar to experiences that other Chinese immigrants faced coming to America. Language discrimination creates job opportunities for Chinese who don't speak English well. Many take low paying jobs in Chinatown. Some Chinese coming to America have professions, e.g., engineers, doctors. But they can't get work in their profession because they don't speak English well. They must take jobs not in their field of training. There have been cases where they have had to work as busboys, waiters, and dishwashers.

Vocabulary List: Hong Kong, immigrant, janitor, education

Activity Suggestion

Have students interview their classmates or someone outside of the school. The interview should be about coming to America or moving from one place to another. A good way to do this interview is to practice with classmates first and then try it outside of class. Possible questions: What is your name? Where were you born? When did you come to America? Why did you come? Where do you live? What do you like about America or your neighborhood? What do you dislike about America or your neighborhood?

Common Area of Study: study of neighborhoods, world cultures

I'M A HERO, TOO

Story Summary

An eight-year-old boy dreams of becoming an important person. He finds a ring which enables him to do, see and hear amazing things. Most of all, the ring helps him to discover the heroism in everyday living.

Story Objectives

1. To show the heroic efforts of ordinary people facing everyday life.
2. To show a boy in the role of caring for younger siblings.

Story Background

Finding adequate child care is a problem faced by almost all working parents in America. For many Chinese parents, restrictions in income and the availability of services limit the choices severely. Many times, the responsibility of caring for younger siblings falls on the oldest child whether that child is a boy or a girl. The stereotype often presented is that only girls in Chinese American families are responsible for younger siblings.

There is a need to recognize the work done by these children as important and valuable. There is also a need to recognize the efforts of their parents in their everyday struggles to provide for their families.

Vocabulary List: gurgled, sucked, drizzling, sofa

Activity Suggestions

1. Discussion Questions: "What is a hero? Are you ever a hero? Can ordinary people be heroes?"
2. Have children write a story that begins, "I'm a hero when I _____," illustrated with shrink art self portraits.
3. Shrink Art: Collect clear plastic meat trays, lids or styrofoam egg carton tops. The class can draw self-portraits with permanent felt markers. Children can write a few sentences and the words will shrink accordingly. Place portrait in a preheated 350 degree oven for 1-2 minutes until object shrinks to about ¼ of the original size. Take portrait out of the oven and flatten with a hot pad if necessary. Often, the portraits will curl and flatten out by themselves. Ridges and bumps also flatten out in the shrinking process so there is no need to trim the edges first. The oven must be hot or the edges will stick together.

Common Areas of Study: sibling responsibility and rivalry, daydreams, Mother's Day, Father's Day, appreciation of parents

BOBBY'S NEWS REPORT

Story Summary

A newsboy is waiting for the newspapers. His cousin, who has recently returned to San Francisco, tells him about the many changes he has discovered in Chinatown. The newspapers arrive; it is the day of the Lau v. Nichols decision. They discuss the implications of the court case.

Story Objectives

1. To stress that America is a multicultural, multilingual society.
2. To present a court case brought by Chinese Americans that affects other Americans.
3. To present bilingualism in world perspective.

Story Background

Since 1850, Chinese parents have been filing petitions and lawsuits on behalf of their children. Chinese students, along with Blacks and Indians, were not allowed to attend public schools in 1850. In 1885, Chinese parents sued to admit an eight-year-old girl into public school (Mamie Tape v. Jennie Hurley). This case forced the state to establish separate public schools for the Chinese, a major victory at that time. In 1974, Chinese parents received a decision from the U.S. Supreme Court that school districts must provide for the instructional needs of non-English speaking students. Bilingual education is one of the alternatives adopted by many school districts throughout the nation, as is intensified English instruction.

Chinese American children often do not call themselves "American," a term they reserve for white people. This story attempts to redefine America as a multicultural, multilingual society so that they can begin to accept the fact that they are as much a part of America as anyone else. Seeing the pluralistic nature of America is as important for white immigrant populations as it is for racial minorities. Over five million American children enter school with a language other than English, and thus the home language must be seen as an asset, not as a handicap.

Vocabulary List: soda fountain, protested, sued, article, socialize, menu, novels, complicated, communicating

Activity Suggestions

1. Ask the children in your class to bring in newspapers printed in different languages that they might find in their neighborhood. Make a jigsaw puzzle of your city with pieces of cardboard and mount different languages on each of the pieces. Where are the countries of origin?
2. Ask the children in your classroom who might be learning a different language outside of the classroom to conduct a short lesson and teach some simple words in their language to the class.
3. See Activity Sheet # 11A, 11B "Written Languages Used in America Today."

Common Areas of Study: languages around the world, the courts and their role in government

THE CHINESE IN THE COURTS

In Education

1858 — The California State Superintendent of Public Instruction proposed barring "Africans, Chinese and Diggers (Indians)" from the public schools.

1859 — San Francisco banned Chinese from attending public evening school. Thirty Chinese parents petitioned the city to establish a primary school.

1870 — Public school for Chinese was abolished. Revised state code did not provide for the education of Chinese. Schools for Chinese children were operated by missionary groups.

1885 — Mamie Tape v. Jennie Hurley, principal of Spring Valley School in San Francisco. A suit was filed in court to seek admission of an eight-year-old Chinese girl to public school. Victory by the plaintiff caused the state to revise the code to allow the establishment of separate schools for Chinese students.

The Chinese Public School, located at Powell and Jackson Streets in San Francisco, was established and had nine pupils. This school was destroyed in the 1906 fire and relocated on Washington Street. By 1917, it had 700 pupils. Today, it is Commodore Stockton School.

1902 — Segregation was strictly enforced in San Francisco during the early 20th century. Dr. Wong Him brought a case to court to prevent the Board of Education from expelling his 12-year-old daughter from Clement Grammar School, since the Wong family lived some distance away from Chinatown. The court ruled against him.

1903 — Chinese parents petitioned the state legislature to end segregated schools, but with no result.

1927 — Gong Lum v. Rice. A nine-year-old child could not attend a white high school in Mississippi. The Chinese were classified as "colored."

1926-1935 — Resistance to admitting Asians to integrated public schools gradually decreased. Small communities led in desegregation because it cost too much to establish separate schools for small numbers of Chinese students. Their example was followed by big cities, but for many decades, there were still efforts to segregate Francisco Junior High School in San Francisco.

1947 — California nullified segregated schools.

1974 Lau v. Nichols. A group of Chinese parents sued the San Francisco School District for not providing their children with the help they needed in school. The court ruled that merely using the same texts was not enough to insure equal education for non-English speaking children. This court decision has been instrumental in developing bilingual and intensive English language classes for non-English speaking children.

In Citizenship

1893 Fong Yue Ting v. United States. Fong, a resident of the U.S., did not apply for a Certificate of Residence which was required of all Chinese laborers. He was ordered deported although it was not clear whether he was a resident at the time the act requiring certificates was passed. The court upheld the right of the government to deport or expel non-citizens.

1898 United States v. Wong Kim Ark. A child born in the United States of parents of Chinese descent became a citizen of the United States at the time of his birth, regardless of the citizenship status of his parents.

1900 U.S. v. Mrs. Cue Lim. The Supreme Court held that a wife and minor children of Chinese merchants who were eligible to enter the United States, were also entitled to come with him or after him. This privilege was not extended to the wives and children of Chinese laborers.

In Civil Rights

1854 People v. Hall. George Hall was convicted as a murderer on the testimony of Chinese witnesses. He appealed the case and the court ruled that the Chinese and Indians were of the same race, and therefore, the existing law barring Indian testimony against the whites applied also to the Chinese. The testimony of the Chinese witnesses was ruled inadmissible and George Hall was turned free. This ruling made it impossible for other Chinese to defend themselves against assaults and murders.

1886 Yick Wo v. Hopkins. A San Francisco ordinance required a license to operate a public laundry housed in a wooden building. Seventy-nine licenses were issued to whites. 200 Chinese applications were denied. Yick Wo and other Chinese persons were arrested for violating the ordinance. The Supreme Court ruled, "Though the law itself be fair on its face and impartial in appearance, yet if it is applied and administered by public authority with an evil eye and an unequal hand, so as practically to make unjust and illegal discrimination between persons in similar circumstances . . . the denial of equal justice is still within the prohibition." This case remains an important constitutional case today.

NOTE: These are just a few of the cases that the Chinese were involved with. Some ended in victory, others in defeat. For a more complete listing, consult The Alien and the Asiatic in American Law, by Milton Konvitz.

WHAT DO CHINESE AMERICANS DO TODAY?

Story Summary

Present day achievements and occupations of Chinese Americans are covered in this story. Names of famous Chinese Americans are included in the illustrations.

Story Objectives

1. To show how Chinese Americans are continuing the development of this country by their work.
2. To present their occupational gains in historical perspective.
3. To recognize the work done by both famous and ordinary Chinese Americans in this country.

Story Summary

Today, Chinese Americans are working in almost every occupational strata in American society. This is a fairly recent phenomena. Even as late as the 1950's, there were only a handful of Chinese in law, medicine, politics and education. Although the numbers of Chinese Americans have increased in many occupations, there is still inadequate representation in many fields. Often this reflects the lack of opportunity, rather than the lack of ability.

Although the names of the famous have appeared in the illustrations, they should not be seen as the only ones making significant contributions to society. Nor should they be held up as examples of hard work and diligence. Also important are the unknown Chinese Americans whose skills and knowledge contribute to the functioning of this society.

Vocabulary List: Nobel Prize, physics, merchants, garment workers, occupations, requirements, discriminate, individuals.

Activity Suggestions

1. See Activity Sheet # 12-A, 12-B "Who Are These Chinese Americans?"
2. Ask each child to observe someone at work and take notes. Then ask them to draw a series of pictures of what they observed, and write short paragraphs about what and who they observed. Examples might include: meter maid, storekeeper, barber, bus driver, teacher, mother.
3. Twenty Questions: Ask a child to think of an occupation. The class will ask questions about this occupation and try to guess what it is. The answers to the questions must be either yes or no. There is a limit of 20 questions.
4. Ask the class to draw pictures of Chinese Americans and what they do for a living. These Chinese Americans may be relatives, friends, or famous people. Make a mobile or a collage of these individuals.

Common Areas of Study: discussion of future aspirations and possibilities for work, Labor Day and its significance.

CHINESE AMERICAN BIOGRAPHIES

The Chinese in Science

SAM CHIN is a farmer in the Salinas Valley. In 1952, he helped to develop a carrot picking machine that could do the work of 100 men. Before this time, all carrots had to be picked by hand.

LUE GIM GONG made many improvements in fruits by crossing pollens from several plants. Among his many improvements were the development of sweet apples that could ripen early, a salmon-colored raspberry, a peach that can be started in a greenhouse, a tomato that sent out 15-foot vines, a currant as large as a cherry, a grapefruit that could grow one to a branch. He won the Wilder Silver Medal in 1911 for developing a special orange that can be grown all year long. This orange is now named in his memory and thousands of acres of the Lue orange are still grown in Florida today.

DR. TSUNG DAO LEE AND DR. CHEN NING YANG, both physicists, disproved one of the "laws" in physics. For their work, they were given the Nobel Prize in 1957.

DR. CHOH HAO LI, a biochemist, has been responsible for finding some of the pituitary hormones that are now used to cure rheumatoid arthritis.

DR. SAMUEL TING won the Nobel Prize in Physics in 1976. He is a physics professor at the Massachusetts Institute of Technology.

DR. CHAO CHEN WANG developed a new electronic tube in 1953 that could produce four million watts of radar power, an important discovery for future scientific projects.

DR. CHIEN SHIUNG WU is one of the leading woman physicists in the world. She conducted the experiments that helped Dr. Lee and Dr. Yang win the Nobel Prize in 1957.

The Chinese in Law

MARCH FONG EU worked her way through college as a waitress and a housekeeper. She became a dental hygienist and later returned to college to earn many teaching credentials. In 1966 she was elected to the State Assembly of California. In 1974 she became the first Chinese American and the first woman to hold the position of California Secretary of State.

HIRAM FONG came from a poor family; his parents worked on a sugar plantation in Hawaii. After he graduated from law school, he worked to make Hawaii a state. In 1959 he became the first Chinese American Senator from Hawaii. He is now retired from Congress.

YING LEE KELLEY was born in Shanghai and first came to the United States when she was 13 years old. In the 1960's she worked in the civil rights movement. She ran for a place on the Berkeley city council in 1972 and won.

HARRY LOW is a Superior Court Judge in San Francisco. He has fought for court reform and civil rights. He was the first Chinese American judge in San Francisco.

WING F. ONG was born in Hoiping, China. He came to the United States when he was 13 years old. By taking a series of housekeeping, sales and door-to-door peddling jobs, he managed to work his way through school. In 1940 he ran for the Arizona State Legislature, but lost by 17 votes. He enrolled in law school and ran for the state legislature again in 1946. This time he won.

WILLIAM SOO HOO was the first Chinese American to become mayor of an American town in Oxnard, California.

Chinese Americans in Art

FRANK CHIN has written many poems, short stories and plays. Before he became a writer, he was the first Chinese American brakeman on the Southern Pacific railroad. He is presently the Artistic Director of the Asian American Theater Workshop.

JAMES WONG HOWE was a Hollywood cameraman for over 50 years. He won Academy Awards for The Rose Tattoo (1955) and Hud (1964).

DONG KINGMAN is famous for his watercolors which are displayed in many museums throughout the nation.

MAXINE HONG KINGSTON's first book, Woman Warrior, was nominated for the National Book Award in 1976.

JADE SNOW WONG is the author of Fifth Chinese Daughter, her story about growing up in San Francisco's Chinatown. She is a well known ceramist and makes many beautiful pots and bowls.

LAURENCE YEP won the honorary Newberry Award in 1976 for his book, Dragonwings, a story about a Chinese boy and his father during the time of the San Francisco earthquake.

Chinese American Workers

CHIN GEE HEE worked in the mines of California in the late 1800's. He went to Seattle and helped to find workers to build the railroads in that part of the United States. In 1909 he raised several million dollars among the Chinese of the West Coast and returned to China to build the Sunning Railroad.

DEAN LUNG was a janitor who donated all his life savings to start the Columbia University Chinese Department. His donation came to $12,000.

Chinese Americans in Sports

THE CHINATOWN VOLLEYBALL TEAM is made up of Chinese American volleyball players in San Francisco. You can see them practicing on weekends at the Chinese Playground. They have won several national championships and have toured the United States, Canada and the Far East.

MARCIE LOUIE AND MAREEN LOUIE, two sisters from San Francisco, have won many national and local tennis matches. Two other sisters and a brother in their family also play tennis.

MIKE LUM is a Chinese American baseball player from Hawaii. In 1977 he was an outfielder for the Cincinnati Reds.

PETER TOM was the first Chinese American Golden Gloves Boxing Champion in New York in 1966.

WAYNE WONG, a freestyle ski champion, specializes in stunts and acrobatics. He has opened his own school where he teaches the Wayne Wong method of skiing.

Chinese Americans in Many Fields

CONNIE CHUNG entered the television news field as a copy person in her home town of Washington, D.C. She later became a writer and reporter on the evening national news. In 1976, she moved to Los Angeles to become an anchorperson on KNXT-TV.

BRUCE LEE wanted to teach people to discipline their bodies and minds through kung fu, not to hurt one another. He became an actor on the Green Hornet television series but left Hollywood when he found that good roles for Chinese actors are seldom available. He made kung fu movies in Hong Kong that made him an international star.

FRANCE NUYEN has appeared in Broadway shows, movies (South Pacific) and on television (Star Trek, Hawaii Five-O).

I.M. PEI was selected over 18 other internationally famous architects to design the John F. Kennedy Memorial Library.

FREDA FOH SHEN appeared in the stage production of Pacific Overtures. She also played the part of Jade Snow Wong in the television drama "Ourstory."

JOE SHOONG began a chain of retail stores now known as the National Dollar Stores, Inc. His first store was opened in 1907. Now there are 54 Dollar stores throughout the American West and Hawaii.

RICHARD TAM is a fashion designer of women's clothes.

WILLIE WOO was born in Hong Kong. He came to the United States as an immigrant and became a famous jewelry designer.

ALICE YU became the first Chinese American schoolteacher in San Francisco in the 1950's. Before this time, Chinese Americans were not encouraged to become schoolteachers.

Sources

THE CHINESE IN AMERICA by Betty Lee Sung, MacMillan Publishing Co., 1972.

MULTIETHNIC REMINDER: THE CHINESE AMERICAN 1975, Montgomery County Public Schools. Rockville, Maryland, July 1975.

TEACHER REFERENCE MATERIALS

These books are available at **Everybody's Bookstore**, 840 Kearny Street, San Francisco, CA 94108. (415) 781-4989.

HISTORY OF THE CHINESE IN CALIFORNIA: A SYLLABUS. Thomas W. Chinn, Editor. Chinese Historical Society of America. Price: $ 5.00

OUTLINES OF THE HISTORY OF THE CHINESE IN AMERICA by H.M. Lai and Philip P. Choy. Price: $3.00 *This book contains sources for further readings.*

LONGTIME CALIFORN' by Brett and Barry Nee. Price $4.75 Paperback. *A documentary study of San Francisco Chinatown based on oral interviews.*

* * * * * * * * * * * * * * * *

The following guidelines were reprinted with the permission of The Council on Interracial Books for Children, 1841 Broadway, New York, New York 10023. It originally was printed in a special issue of their Bulletin on Asian American Children's Books (Volume 7, No. 2 & 3). Teachers will find it useful in analyzing books that may have demeaning stereotypes of Chinese Americans. Copies of the entire issue may be obtained from Everybody's Bookstore (address listed above) or by writing directly to the Council. Price per issue: $ 2.50

"LOADED" WORDS AND IMAGES TO AVOID

Over the years, the use of certain adjectives and images to describe Asian Americans (and Asians) has projected and reinforced offensive stereotypes. It is necessary to be particularly sensitive to "loaded" words, images and situations which suggest that many, most or all Asian Americans or Asians are:

- smiling, calm, serene, quiet, shy, reserved, peaceful
- short, stocky, small, buck-toothed, myopic, delicate, stunted
- excessively obedient, passive, stolid, docile, unquestioning, overly accommodating
- menial (the waiter-houseboy-cook syndrome), servile (as shown through repeated bows), subservient, submissive
- artistic, mystical, inscrutable, philosophical, sagacious
- quick, dexterous, expert in martial arts
- exotic "foreigners" (even unto the second, third or later generations), faceless hordes, or a "Yellow Peril"
- sinister, sly, evil, cunning, crafty, cruel or a people who place little value on human life

Copyright 1976 by the Council on Interracial Books for Children Inc.

CRITERIA FOR ANALYZING BOOKS ON ASIAN AMERICANS

A CHILDREN'S BOOK ABOUT ASIAN AMERICANS SHOULD REFLECT THE REALITIES AND WAY-OF-LIFE OF AN ASIAN AMERICAN PEOPLE.

• Does the book portray an Asian American group as imitation white Americans? As imitation Asians? Or as people from a distinct Asian culture whose experiences in the U.S. have generated a new and unique Asian American culture?
• Are the settings, behavior, speech, clothing, etc., depicted accurately for the historical period and cultural context of the story? Are illustrations accurate and culturally consistent? Are the characters in the story from a variety of social and economic levels?
• Does the plot exaggerate the "exoticism" or "mysticism" of Asian or Asian American culture—in particular, customs and festivals? Does the story give the impression that such events as the Chinese New Year or the Japanese *O-bon* festival are the touchstones of Asian American identity, compressing the essence of an entire culture into a single holiday ritual? Or are these festivals put into perspective through depiction of typical, everyday activities?

A CHILDREN'S BOOK ABOUT ASIAN AMERICANS SHOULD TRANSCEND STEREOTYPES.

• Are problems confronted and handled by the Asian American protagonist, or does a successful outcome depend on the leadership, good will or benevolent intervention of a white person?
• If the story is about a conflict between two cultures ("traditional" Asian culture versus "modern" American culture, for instance), does the protagonist have to make an all-or-nothing choice between the two? Are any alternatives to the all-or-nothing choice expressed or considered?
• Are the characters docile, uncomplaining, one-dimensional? Or do they display a full range of human emotions?
• Does the book focus exclusively on the alienation and victimization of the Asian American characters? Does the reader sense their spirit, individuality, humor, strength and drive? Or are they depicted as working so hard to "make it" in white society that they come across as dehumanized?
• Is there obvious occupational stereotyping? Are Japanese Americans gardeners and florists? Do Chinese Americans work in restaurants, laundries and curio shops? If they do, is the historical racism responsible for limited occupational roles explained?
• Are the names and speech of the characters authentic, or do they (like Gilbert and Sullivan's "Nanki-Poo") parody real Asian names and speech patterns? Does the characters' way of talking call to mind the "Confucius-say," stilted speech syndrome? Do the characters speak in hyperbolized eloquence or with confused r's and l's?

A CHILDREN'S BOOK ABOUT ASIAN AMERICANS SHOULD SEEK TO RECTIFY HISTORICAL DISTORTIONS AND OMISSIONS.

• Does the book suggest that Chinese immigrants were attracted to the U.S. predominantly by the California Gold Rush? Or does it say that they were actively recruited by agents of U.S. business interests? Is mention made of floods, famine, poverty and other conditions in China which caused the emigration?
• Does the book depict systematic oppression and legalized exclusion of Asian Americans? Is that oppression described as an "unfortunate chapter" in U.S. history? Is it attributed to the isolated acts of a few bigots? Is it relegated to the past or described as a continuing and ever present reality? If oppression is described, does the book also mention Asian American resistance?
• Are the historical achievements of Asian Americans—Chinese construction of the transcontinental railroad and the land relocation of the Japanese in California, for example—measured according to how much they "contribute" to white American society or are they valued as accomplishments in their own right?
• Is the internment of 110,000 Japanese Americans in concentration camps during World War II dismissed as an unfortunate consequence of war hysteria? Or is it placed in a historical context of systematic racist oppression which was extremely profitable to many white Californians?

See the article on page 26 for additional information.

A CHILDREN'S BOOK ABOUT ASIAN AMERICANS SHOULD AVOID THE "MODEL" MINORITY AND "SUPER" MINORITY SYNDROMES.

• Is the Asian American experience in the U.S. interpreted as a "success" story? Is the impression given that Asian Americans have overcome the early oppression against them by dint of hard work, turning the other cheek and passively accepting hardship? Is such behavior presented as a "model" for other minorities to emulate?
• Are characters in the story respected on their own terms, or must they display outstanding abilities, skills or talents in order to gain the approval and esteem of white Americans? Are they portrayed as super-learners? Are they super-industrious? And, of course, are they super-polite?

A CHILDREN'S BOOK ABOUT ASIAN AMERICANS SHOULD REFLECT AN AWARENESS OF THE CHANGING STATUS OF WOMEN IN SOCIETY.

• Do girls and women in the story conform to the "China Doll" stereotype? Are young girls excessively sweet, accommodating, proper? Do they excel in flower or food arranging?
• How about older women? Are they all portrayed as extremely overbearing and demanding in relationships with others and, in particular, with children?
• Is it evident that the author is aware of the oppressive nature of sexism? Does the author provide role models for girls other than the ancient Confucian model? If women are depicted solely in male-dominated relationships, do they—or does anyone else in the story—note or criticize the subservient nature of their role? Are there other ways in which the author confronts or questions sexism in the story?

A CHILDREN'S BOOK ABOUT ASIAN AMERICANS SHOULD CONTAIN ART AND PHOTOS WHICH ACCURATELY REFLECT THE RACIAL DIVERSITY OF ASIAN AMERICANS.

• Are Asian Americans all look-alikes (with bowl haircuts, Fu Manchu mustaches, mandarin jackets)? Are Asian Americans shown to have a wide variety of skin tones (*not* garish yellow à la *Five Chinese Brothers*). Are people drawn as caricatures with exaggerated features like slanted or closed eyes, buck teeth, myopic vision? Is body language stereotyped (bowed heads, downcast eyes, sheepish grins)? Are girls *"China Dolls"*?
• Is clothing appropriate to the activity and occasion (or are children in "traditional" clothing when they would more likely wear jeans, for example)? Is clothing appropriate to the culture depicted?
• Are the settings stereotyped (the standard "exotic Chinatown" scenes)? Does the artist rely on "props" to define a culture (chopsticks, paper lanterns, dragons, kites, etc.)?
• If the story includes scenes in China or Japan, are they accurate or inappropriately dated and/or stereotyped (old China when contemporary China should be depicted)?

NOTE: Examine closely the author's perspective to determine whether he/she has a hidden agenda. Any book, including one by an Asian American, can transmit covert messages favoring one group or value system at the expense of another. Any author, Asian American or not, can internalize the myths and stereotypes of white society.

Copyright 1976 by the Council on Interracial Books for Children Inc.

CHILDREN'S BOOKS ON CHINESE AMERICANS

The following books on Chinese Americans are available in most libraries. Some of them should be used with a critical eye toward distortions, stereotyping and oversimplification.* Most of the books were written by non-Chinese authors. If you intend to use any of these books, be sure to discuss the shortcomings of these books with the class.

* For a critical review of each of these books, please read the Bulletin of the Council of Interracial Books for Children, Volume 7, no. 2 & 3.

ASIAN AMERICAN PEOPLE AND PLACES/ETHNIC UNDERSTANDING SERIES by Visual Communications.
Grades 2-6. *A series of stories about contemporary life styles of Asian Americans.*

CHINATOWN SUNDAY: THE STORY OF LILLIAN DER by Carol Ann Bales
Grades 3-7. *A story of a middle-class girl living in a Chicago suburb.*

THE CHINESE HELPED BUILD AMERICA by Dorothy and Joseph Dowdell
Grades 3-6. *Oversimplified and rosy picture painted of Chinese today.*

THE CHINESE IN AMERICA by Claire Jones
Grades 5-11. *This books tries to present a balanced picture, but falls short.*

THE CHINESE IN AMERICA by Betty Lee Sung
Grades 4-7. *Presented with an assimilationist message.*

DRAGONWINGS by Laurence Yep
Grades 7 and up. *An excellent historical novel about Chinese Americans.*

THE MOON GUITAR by Marie Niemeyer
Grades 4-6. *Stereotypical and unattractive portrayal of Chinese.*

PASSAGE TO THE GOLDEN GATE by Samuel and Daniel Chu
Grades 7 and up. *Illustrations are sometimes stereotypical.*

PLANT WIZARD: THE LIFE OF LUE GIM GONG by Marian Murray
Grades 4 and up. *This story records the life of Lue Gim Gong but reveals little about the man and his feelings.*

RICE CAKES AND PAPER DRAGONS by Seymour Reit
Grades 2-5. *The author tends to make generalizations about Chinese Americans.*

SHERMAN: A CHINESE AMERICAN CHILD TELLS HIS STORY by Joe Molnar
Grades 4-7. *A picture book about a Chinese American boy who grows up in the suburbs.*

WILLY WONG by Vanya Oakes
Grades 4-5. *This book's message encourages assimilation by Chinese Americans to the detriment of their Chinese heritage.*

WINGMAN by Manus Pinkwater
Grades 2-6. *An imaginative story, well written; however, pictures of China are a little dated and somewhat stereotypical.*

OTHER CURRICULUM MATERIALS

Films

Teachers should check the school district's film library for films on Chinese Americans. Visual Communications (1610 Griffith Park Blvd., Los Angeles, CA 90026) has a number of films available on Chinese Americans. Write to them for a catalogue.

Filmstrips

UNDERSTANDING CHINESE AMERICANS. These filmstrips are on the contemporary lifestyles of Chinese Americans, available through the Association of Chinese Teachers, 322 Clement Street, San Francisco, CA. (415) 752-1005.

Task Cards

MY ANCESTORS ARE FROM CHINA by Connie Young Yu. Touch & See, P.O. Box 794, Palos Verdes Estates, CA 90274. A collection of task cards on many aspects of Chinese American culture.

Facts and Figures about Chinese Americans

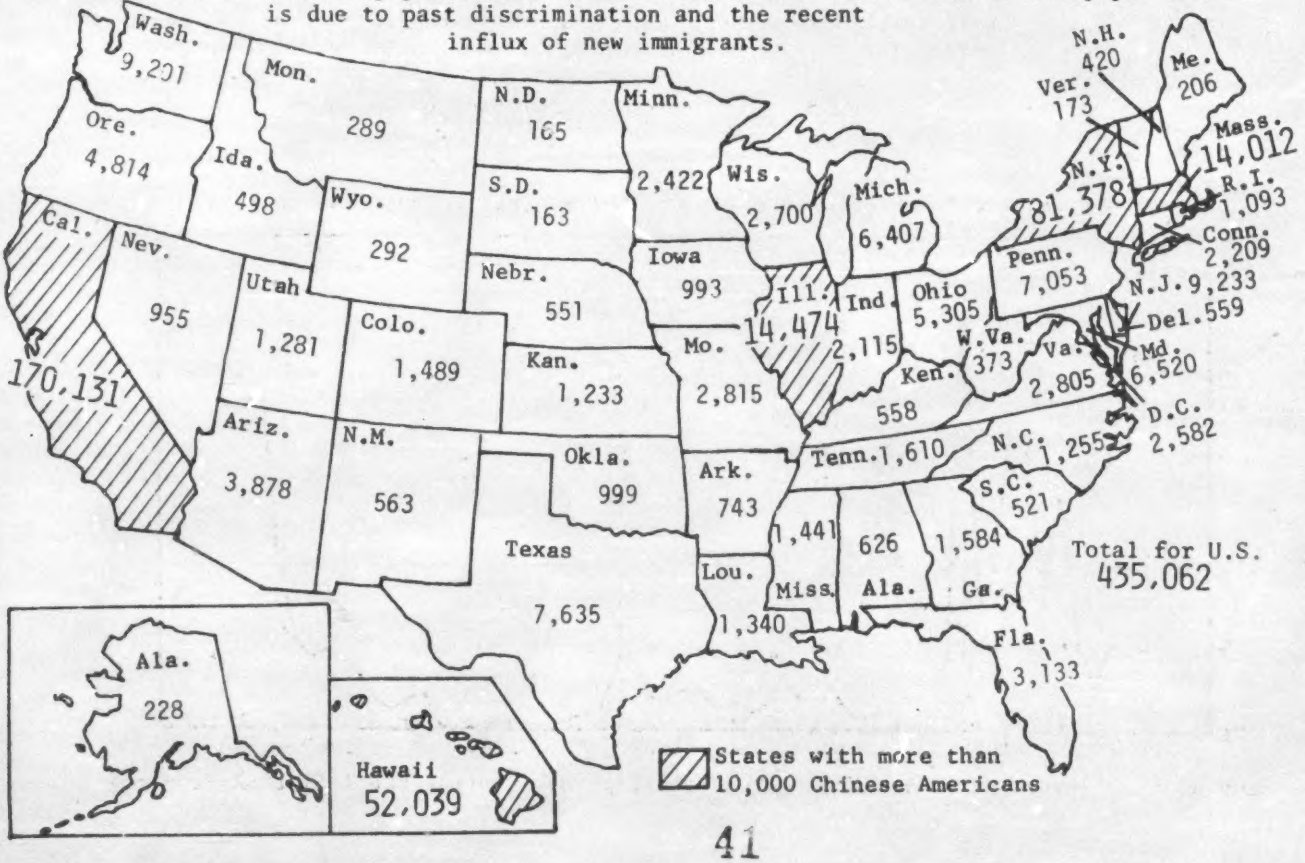
WHAT ARE THE ORIGINS OF THE CHINESE AMERICANS?

Chinese Americans are Americans of Chinese ancestry. Some Chinese American families are recent arrivals to this country, but many others have been here for several generations. According to the 1970 census, 47% of all Chinese Americans are foreign born, while the rest, (53%) are born in the United States.

The large majority of the Chinese Americans (90%) emigrated here from the southern province of Kwangtung, and are known as Cantonese. The rest come from other parts of China, such as Shanghai and Peking.

WHERE ARE THE CHINESE AMERICANS LOCATED?

Although the early Chinese immigrants in the 19th Century lived and worked in scattered places throughout the West, the Chinese Americans today represent one of the most urbanized American ethnic groups and are highly concentrated in a few large cities. San Francisco, New York, Honolulu and Los Angeles alone hold more than half of the total Chinese American population (56% in 1970). This uneven distribution population is due to past discrimination and the recent influx of new immigrants.



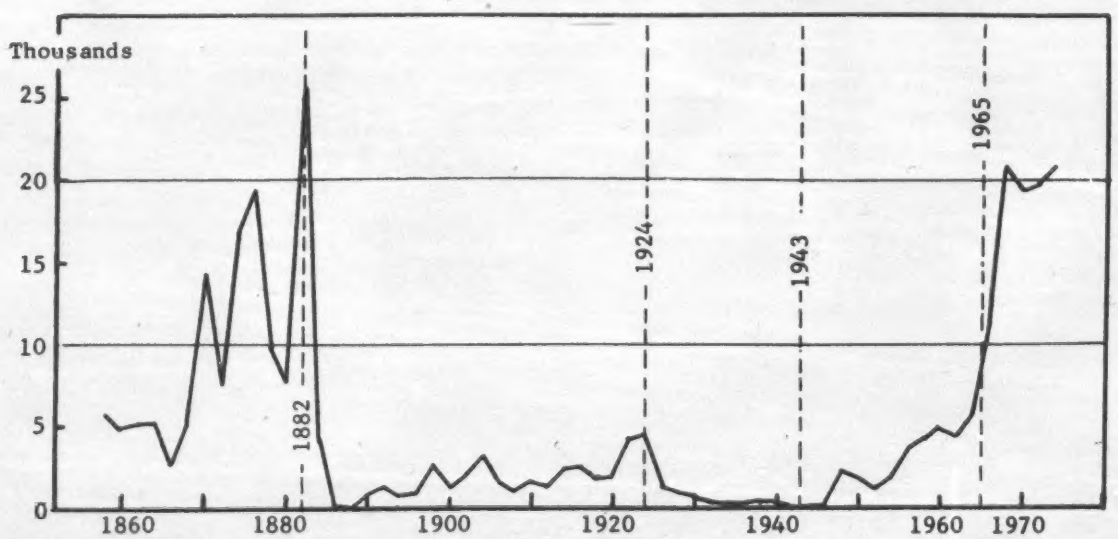
Facts and Figures-

WHAT IS THE PATTERN OF CHINESE IMMIGRATION TO THE UNITED STATES?

The Chinese are one of the earliest immigrant groups to come to the Western United States, arriving in California in sizeable numbers since the 1850's. However, anti-Chinese immigration laws enforced between 1882 and 1965 have kept the number of Chinese immigrants to an artificially low number, so that today, the number of Americans of Chinese descent is still only 0.2% of the total population, while even in California, where they once numbered 10%, the Chinese make up barely 1%. There are four main periods of immigration for the Chinese Americans:

1850's to 1882	Period of Free Immigration	Anti-Chinese agitation led to the passage of the Chinese Exclusion Act in 1882.
1882 to 1924	Period of Restricted Immigration	Only merchants, scholars, and diplomats were allowed to enter the United States.
1924 to 1943	Period of Total Exclusion	The Immigration Act of 1924 barred Chinese women from entering as wives of citizens and virtually stopped all Chinese immigration.
1943 to 1965	Period of Limited Immigration	During World War II, the Exclusion Act was finally repealed, and a token annual quota of 105 was allowed for persons "of Chinese extraction".
1965 to Today	Period of Liberalized Immigration	The new quota system of 1965 allows for up to 20,000 immigrants yearly from any country outside of the Western Hemisphere, including China.

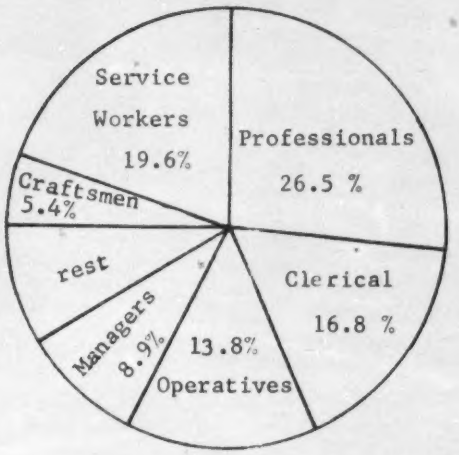
Number of Chinese immigrants entering the United States from 1857 to 1973.



averaged by 2-year periods. (For sources and figures, contact the TACT/ESAA Project)

Facts and Figures-

INCOME AND OCCUPATIONS



According to the 1970 census, there are 190,000 Chinese Americans on the labor market, including 49% of all adult women, a figure substantially higher than the national average.

In the past, Chinese workers faced extreme discrimination and could work only in undesirable or non-competitive occupations, such as laundries, restaurants or as household servants. Today, Chinese Americans can be found clustered at the two extremes of the job market - highly educated professionals or menial workers. The professionals include a large number of professors, engineers and doctors; the operatives include a large number of women garment workers, and the service workers include cooks and waiters.

Although Chinese Americans have proven themselves in all types of work, many still confront subtle discrimination and stereotyping in their working situations.

Some people have pointed to the incomes of Chinese American families as a sign of a "success story". While the 1970 Census did show that the median Chinese American family income was above the national average, it also showed that personal incomes were still low. This means that in many Chinese American homes, there are multiple wage earners, each of whom may be working at a low paying job.

Median Family Income (1970 census)

Chinese Americans	$10,610
U.S.	$ 9,590

Personal Income:
Chinese males $6,877
Chinese females $3,512

CHINESE AMERICAN RESOURCES

CURRICULUM DEVELOPMENT CENTERS

1. The Association of Chinese Teachers, 322 Clement Street, San Francisco, 94118. 752-1004, -1005.

   TACT has been developing filmstrips, reading kits and other curriculum materials with a Chinese American focus. There is also a small resource library for teacher use.

2. Berkeley Unified School District, Asian American Studies, 1720 Oregon Street, Berkeley 94704. 644-6196, -6197.

   This center has a good collection of books, films and curriculum kits for both elementary and secondary classes on Asian Americans. Priority is given to Berkeley teachers, but the staff also helps teachers from other districts.

The following two bilingual centers have developed reading materials on Chinese and other Asian Americans:

3. Asian American Bilingual Center, 2168 Shattuck Avenue, Berkeley, CA 94704. 848-3199. Contact Linda Wing.

4. San Francisco Unified School District, Chinese Bilingual Program, ESEA Title VII, Commodore Stockton Elementary School, 950 Clay Street, San Francisco, CA. 94108. 781-7898. Contact Anna Wong.

   Most of the elementary bilingual reading materials emphasize Chinese culture, but some units have been developed on Chinese American history and society.

MULTI-MEDIA CENTERS

1. Chinese for Affirmative Action, 950 Stockton Street, Third Floor, San Francisco, CA 94108. 398-8212.

   CAA maintains a videotape library of recent television shows done on or by Chinese Americans. These programs are available on loan for $10 handling plus deposit. Catalogue of videotapes is available for $1.

Good selections of films on Chinese Americans are available at the Berkeley Asian American Studies Center as well at the following location:

2. University of California Extension Media Center, 2223 Fulton Street, Berkeley, CA 94720. 642-0460.

LIBRARIES

The following libraries in the Bay Area have special collections on Chinese or Asian Americans:

1. San Francisco Public Library, Chinatown Branch, 1135 Powell Street, San Francisco, CA 94108. 989-6770. Contact Stella Chan.

   This branch has a special collection on Chinese Americans, as well as a pamphlet file.

2. University of California, Asian American Studies Library, 142 Dwinelle Hall, U.C. Berkeley, CA 94720. 642-2218.

   This library has one of the most complete collections on Chinese and other Asian Americans in the Bay Area, including both reprints of rare books as well as current publications. Open to students and the public.

3. Asian American Community Library, 1934 Park Blvd., Oakland, CA 94606. 451-5620. Contact Judy Yung.

BOOKSTORES

1. Everybody's Bookstore, 840 Kearny Street, San Francisco, CA 94108. 781-4989.

   This bookstore has the most complete line of Asian American books in Northern California and is experienced in handling order forms.

CULTURAL CENTERS

1. Chinese Culture Center, 750 Kearny Street, Third Floor, San Francisco, CA 94108. 986-1822.

   The Culture Center has periodic exhibits and cultural performances, and also arranges walking tours of Chinatown for school groups. Call for price information.

2. Chinese Historical Society, 17 Adler Place, San Francisco, CA 94108. Call 781-1976 for appointments.

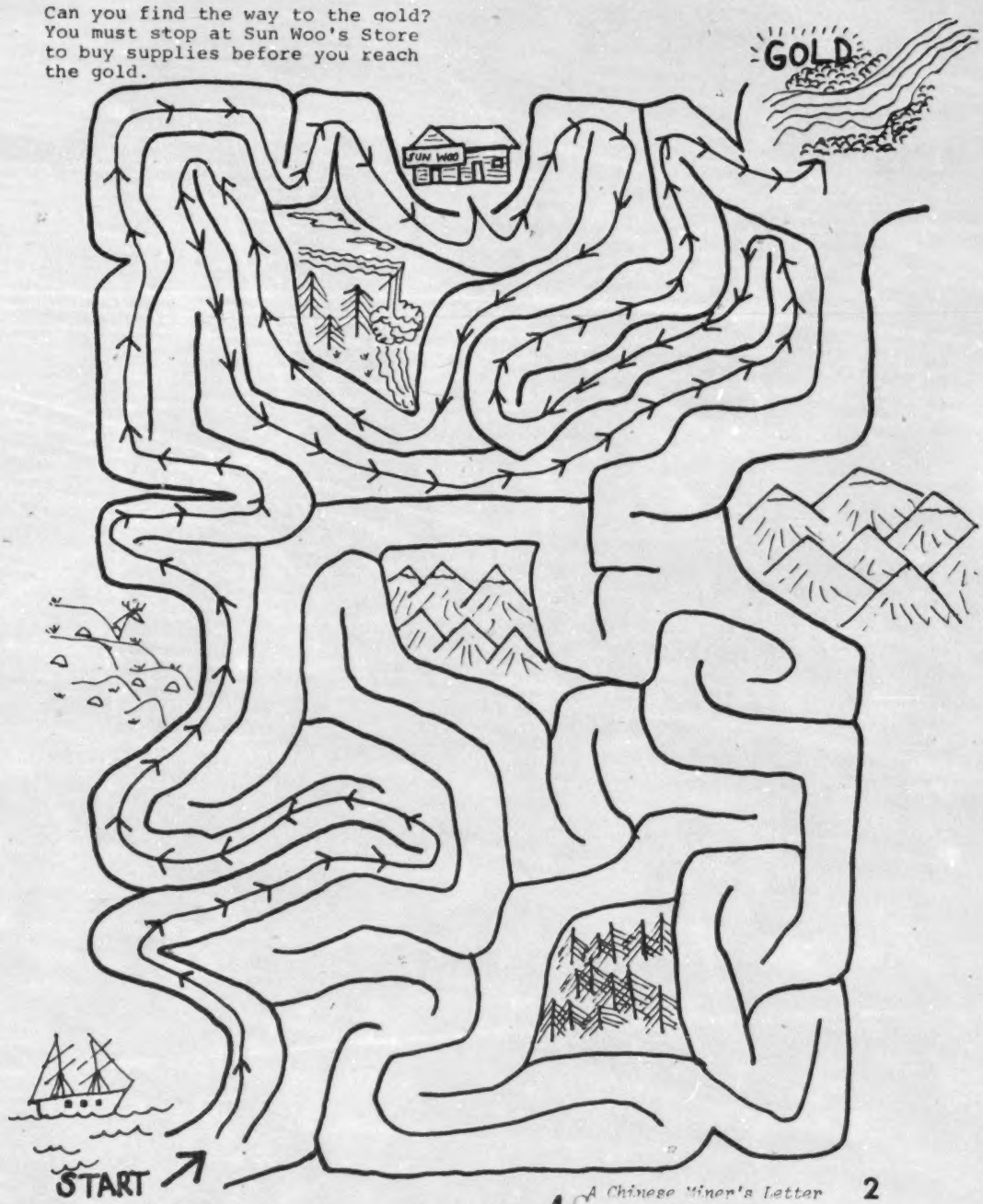
   This is the only museum of Chinese American history in the nation, but opening hours are irregular, so make sure to call before making a visit.

ACTIVITY SHEETS ANSWER KEY

1. "The Chinese in Different Countries."

   1. Peru 2. Philippines 3. Cuba 4. Burma 5. Singapore 6. Canada

2. Gold Maze

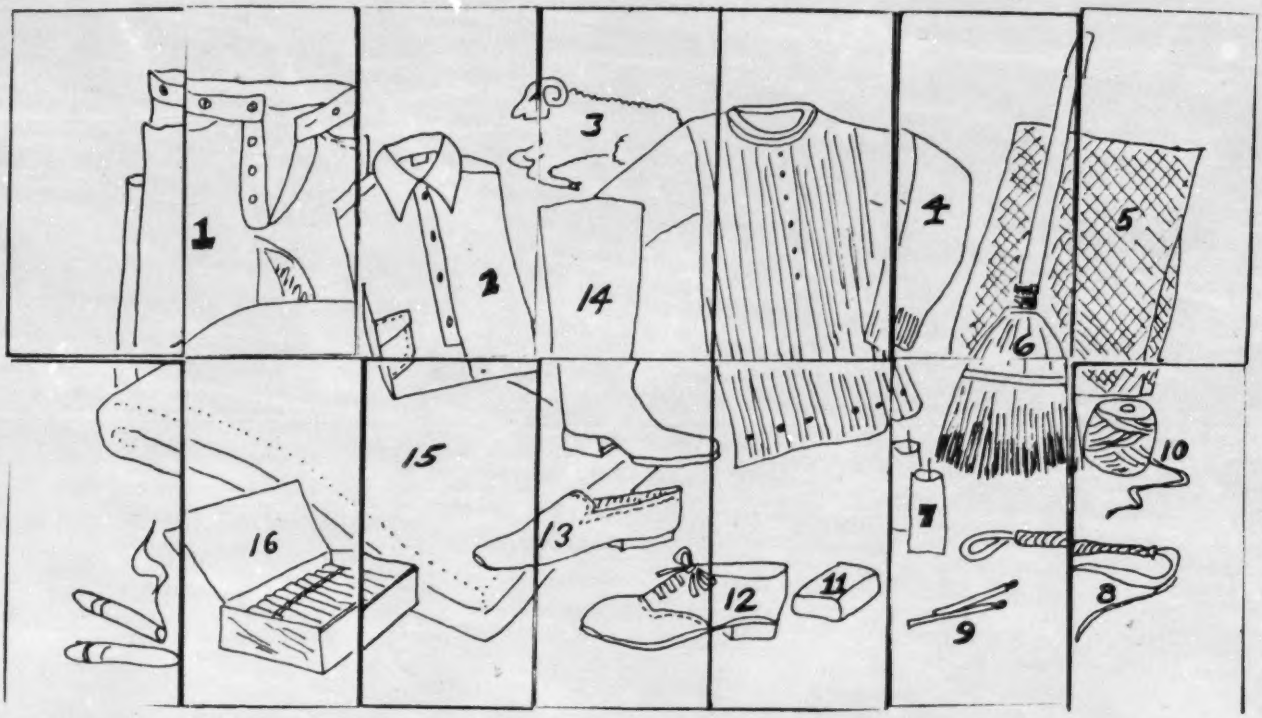


3. Mining Towns with Chinese Populations

1. 19 (exclude Marysville) 2. 10 (exclude Marysville) 3. 9
4. Yreka 5. $36.00 6. $18.00 7. $18,000 Part II:
True-False 1. False 2. False 3. False 4. False 5. True

4. The Sacramento Delta (self-explanatory).

5. Items Made by the Early Chinese in California

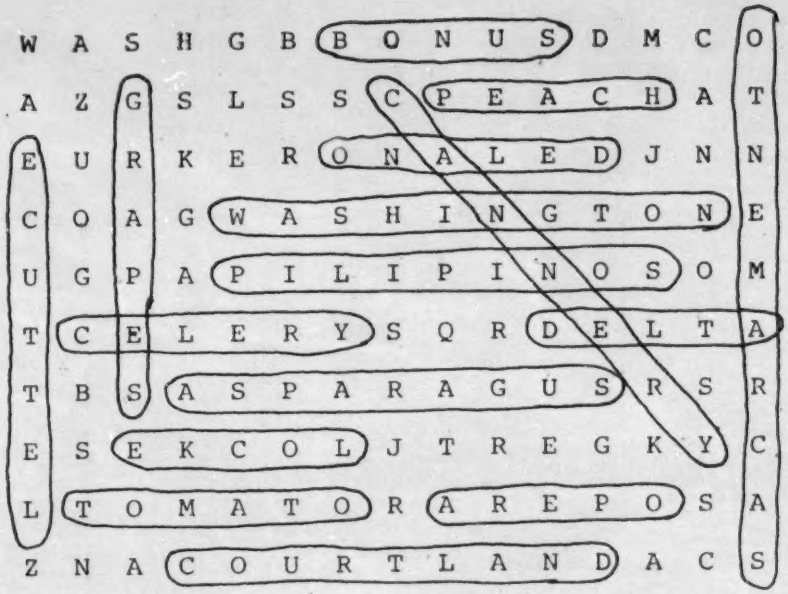


1. pants 2. shirt 3. wool 4. underwear 5. burlap bags
6. broom 7. candles 8. horsewhips 9. matches 10. string
11. soap 12. shoes 13. slipper 14. boots 15. blankets
16. cigars

6. Possible Questions for Simulating the Angel Island Interrogation

Answers will vary depending on student's experiences.

7. Word Search


W A S H G B B O N U S D M C O
A Z G S L S S C P E A C H A T
E U R K E R O N A L E D J N N
C O A G W A S H I N G T O N E
U G P A P I L I P I N O S O M
T C E L E R Y S Q R D E L T A
T B S A S P A R A G U S R S R
E S E K C O L J T R E G K Y C
L T O M A T O R A R E P O S A
Z N A C O U R T L A N D A C S

8. Fishes Commonly Eaten by Chinese in America

A. catfish B. carp C. soupfin shark D. hardhead E. perch F. flounder G. rockfish H. mackerel I. striped bass J. red snapper

9. Getting to Know Chinatown Better

1. Waverly Place 2. Washington 3. Pacific 4. Great Star, Jackson 5. Grant 6. Dupont 7. Commodore Stockton, Clay 8. Post, Clay 9. Washington 10. Kearny Street 11. Jackson 12. Chinese Newcomer 13. Commodore Stockton 14. Chinese Historical Society 15. five (5)

10. Who Am I?

A. baker B. farmer C. doctor D. grocer E. teacher F. mechanic G. judge H. garbageman I. mailman j. seamstress k. artist 1. chemist

11. Written Languages Used in America Today

A. Chinese B. Japanese C. Korean D. Hindi E. Vietnamese F. Russian G. Greek H. Arabic I. Hebrew J. Spanish K. Italian L. Portuguese M. English N. German O. Swedish

1. English 2. Spanish 3. Chinese, Japanese 4. (Any three of the following) Vietnamese, German, Hindi, Portuguese, English, Spanish, Swedish, Italian, Greek, Korean, Russian 5. Hebrew, Arabic 6. Korean 7. Spanish, Italian, Portuguese 8. Hindi

12. Who Are These Chinese Americans?

12-A Top Row, Left to Right: Mareen Louie, Harry Low, Dr. Chien Shiung Wu
Second Row, Left to Right: Dong Kingman, Ying Lee Kelley, Jade Snow Wong

12-B Top Row, Left to Right: March Fong Eu, James Wong Howe, Maxine Hong Kingston
Second Row, Left to Right: Frank Chin, Hiram Fong, Bruce Lee

SEP 8 1977

CHRONOLOGY AND ACTIVITY SHEETS FOR THERMAL-FAXING

1. The Chinese in Different Countries
   for the story *Why did the Chinese Leave China?*

2. Gold Search Maze
   for the story *A Chinese Miner's Letter*

3. Mining Towns with Chinese Populations
   for the story *A Bone Collector's Story*

4. The Sacramento Delta
   for the story *A Morning Among the Tules*

5. Items Made by the Early Chinese in California
   for the story *The Early Chinese in the Cities*

6. Questions to Simulate Angel Island Interrogation
   for the story *Number 127, San Francisco Okay*

7. Word Search
   for the story *The Travels of George Wong*

8. Fishes Commonly Eaten by Chinese in America
   for the story *Bessie Lee, a Native of Monterey*

9. Getting to Know Chinatown Better
   for the story *Chinatown U.S.A.*

10. Who Am I?
    for the story *The Most Important People*

11. Written Languages Used in America
    for the story Bobby's News Report

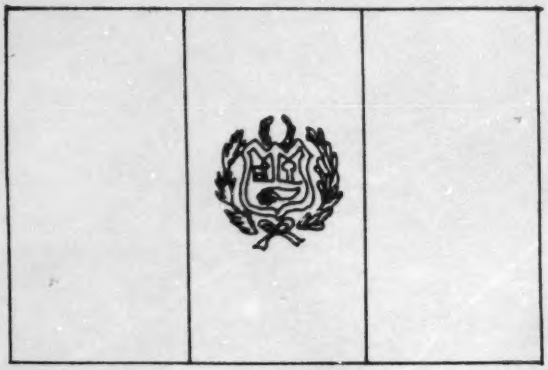
12. Who Are These Chinese Americans?
    for the story What Do Chinese Americans Do Today?

Answers to the activity sheets appear in the Teacher's Guide, pages 39-43.

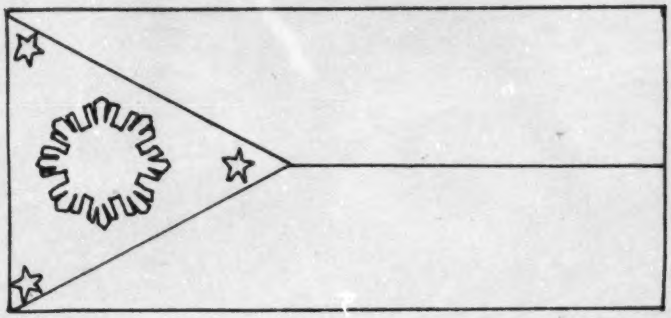
SEP 8 1977

THE CHINESE IN DIFFERENT COUNTRIES

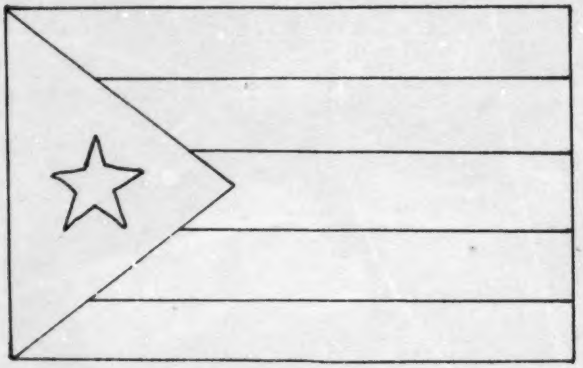
Find the name of the country that matches the flag below in an atlas.



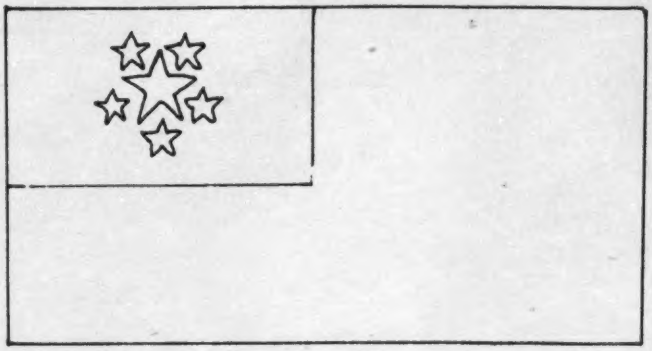
1. _____



2. _____

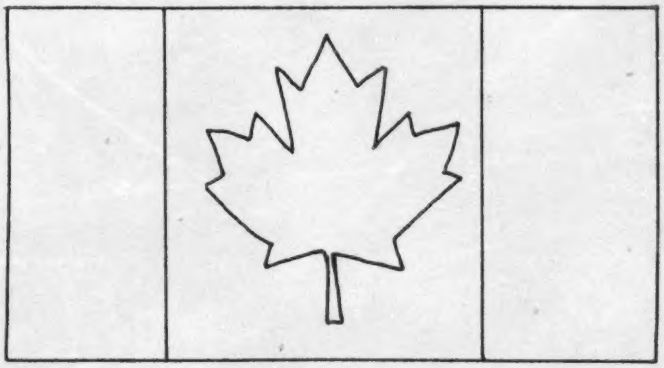


3. _____



4. _____

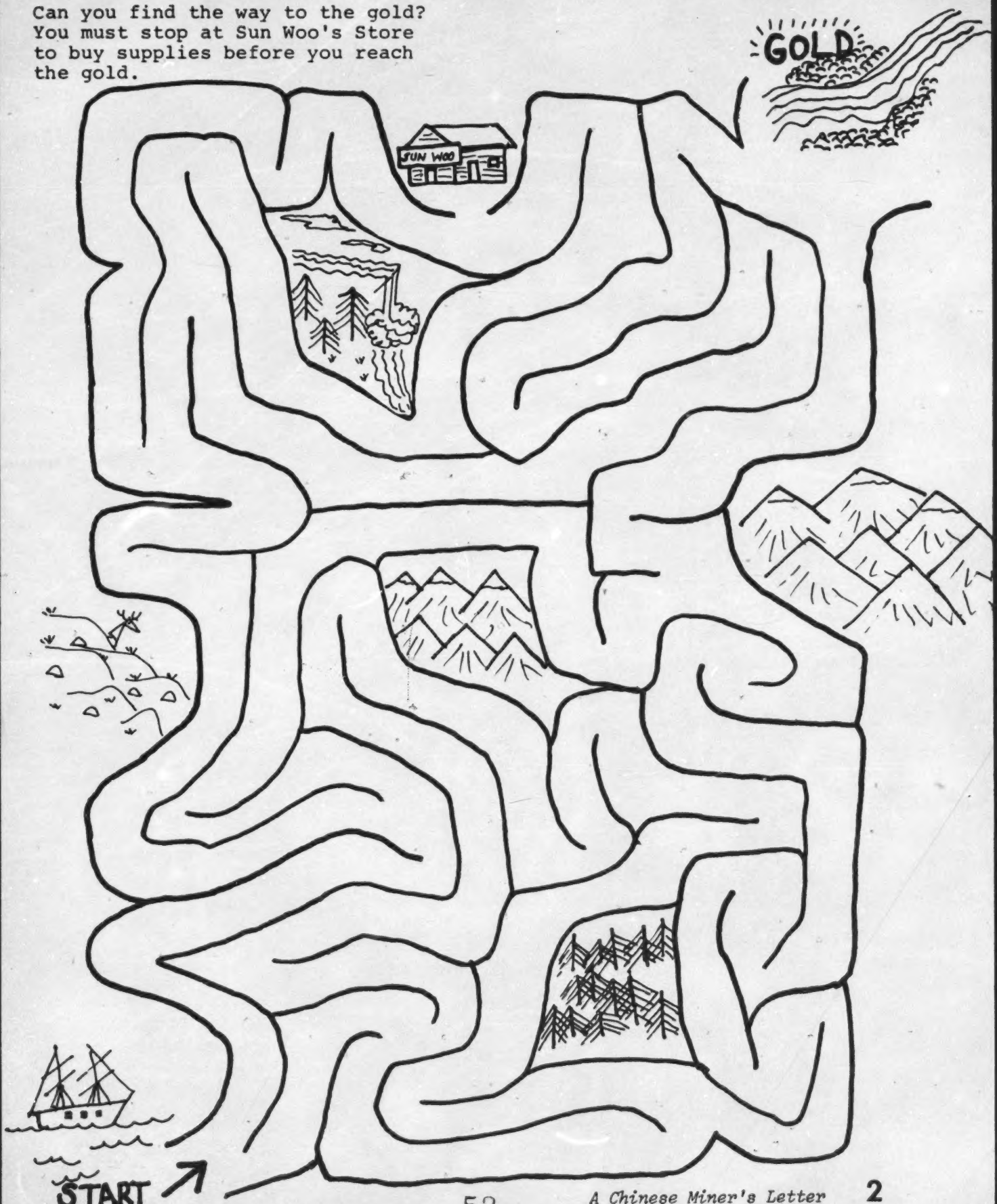
5. _____



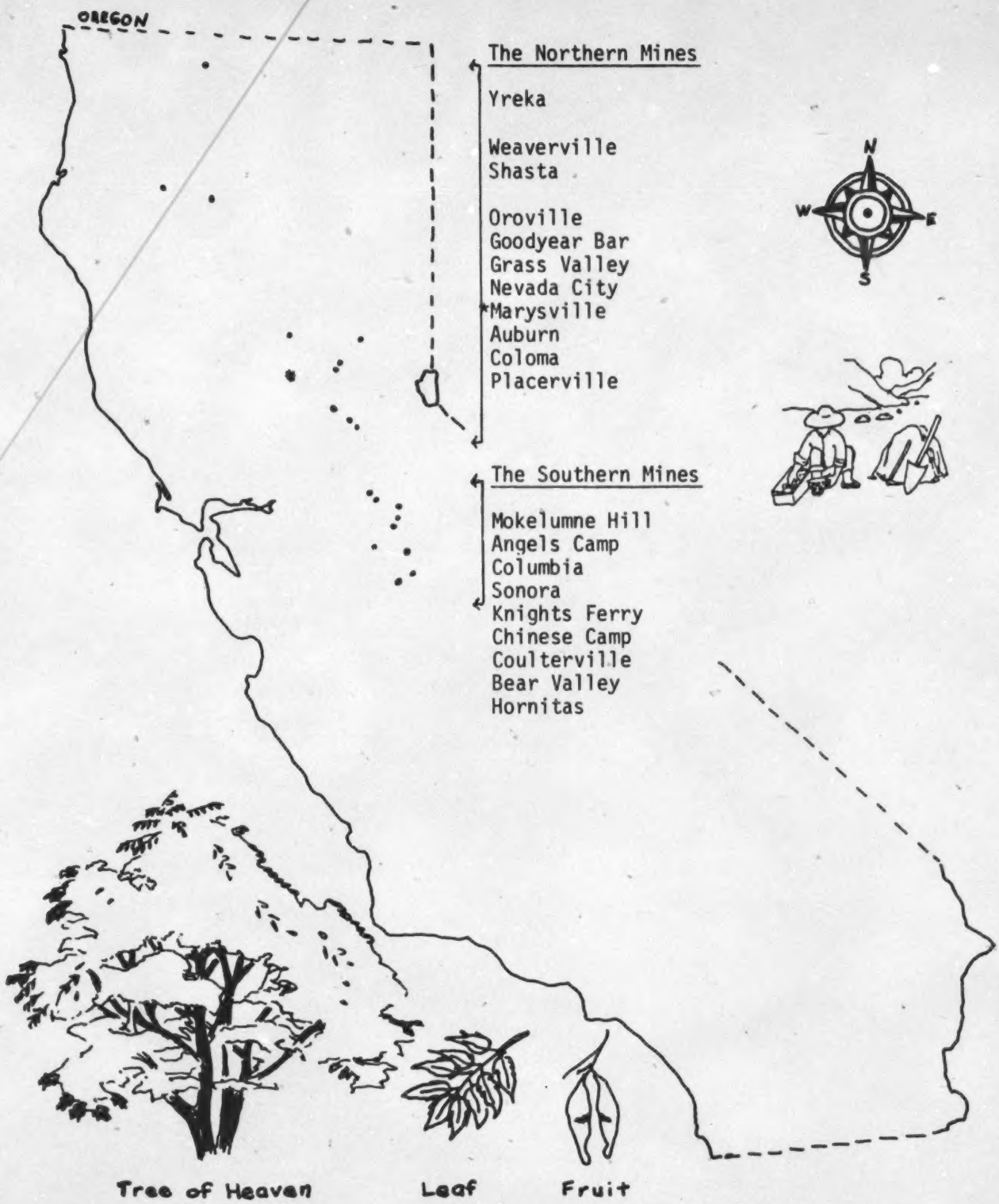
6. _____

Draw the flags of other countries where the Chinese worked: France, Australia, Taiwan, Thailand, Indonesia, Mexico, Malaysia, U.S.A., Vietnam, Panama, India.

Can you find the way to the gold? You must stop at Sun Woo's Store to buy supplies before you reach the gold.



MINING TOWNS WITH CHINESE POPULATIONS



The Tree of Heaven (Ailanthus) was planted by the Chinese miners in the gold rush country. It is a smooth barked tree that grows to a height of 21 feet and has greenish-white flowers.

MINING TOWNS WITH CHINESE POPULATIONS

1. How many mining towns with Chinese populations are on the map? _____

2. How many mining camps were in the northern mines? _____

3. How many mining camps were in the southern mines? _____

4. What is the name of the mining town closest to Oregon? _____

5. If you were a Chinese miner, you would be taxed $3.00 a month for the foreign miner's tax. How much money would you have to pay in a year?

   12 X 3 = _____

6. Half of the taxes would go to the state of California. How much would the state get each year from you?

   (Answer to #5) ÷ 2 = _____

7. If there were 10,000 Chinese miners, how much money would they be paying to the state each year?

   (Answer to #6) X 10,000 = _____

8. Put San Francisco on the map.

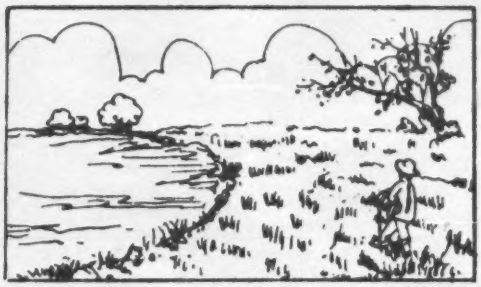
9. Marysville is the town with a star. Draw an arrow from San Francisco to Marysville. Many Chinese left from Marysville to go to the mines and it once had a large Chinese population.

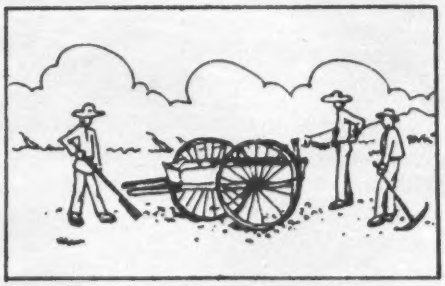
TRUE OR FALSE?

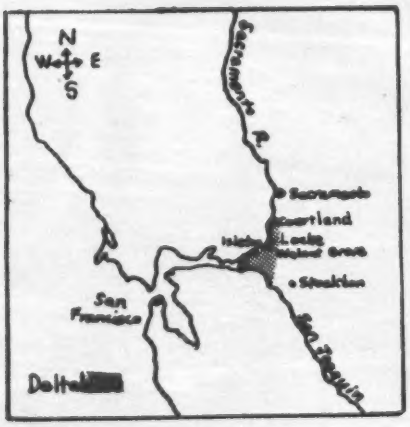
1.	The Chinese only lived in San Francisco.	True	False
2.	The Chinese all worked in the same mining town.	True	False
3.	The Chinese worked in gold mines near Los Angeles.	True	False
4.	The Chinese sent all their money back to China.	True	False
5.	The Chinese planted trees in the gold rush country.	True	False

THE SACRAMENTO DELTA

Match these pictures with the right paragraph on the following page.



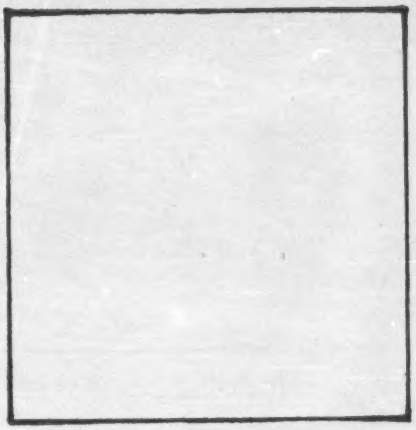


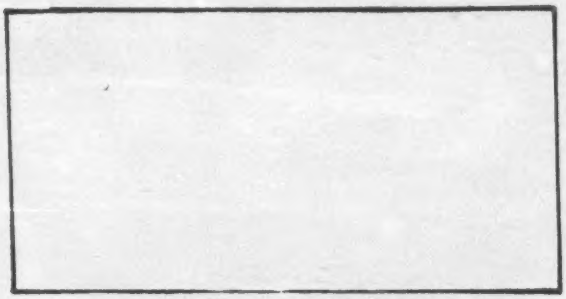


THE SACRAMENTO DELTA

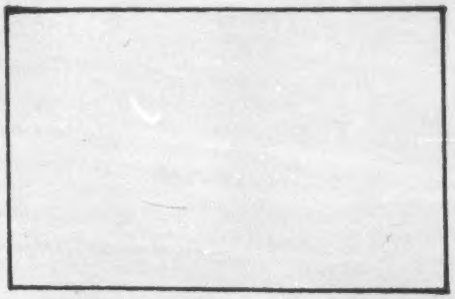
The Sacramento Delta is located between the Sacramento and San Joaquin rivers. This area was once swampland which was cut up by streams into many islands. There are about a thousand miles of quiet, winding waterways in the Sacramento Delta. It was here that the Chinese once worked to clear and drain the land.

The floor of this area is almost flat and can be farmed easily. Its soil is rich and produces excellent crops. Another advantage is that the rivers make it possible for big ships to carry the crops from the Delta to the big cities and canneries of the San Francisco Bay Area.

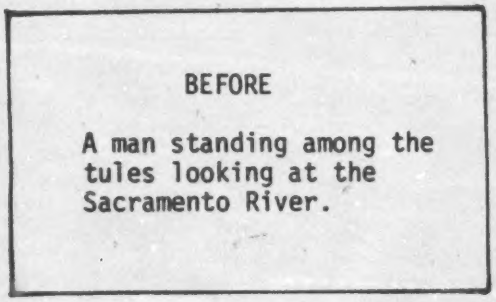


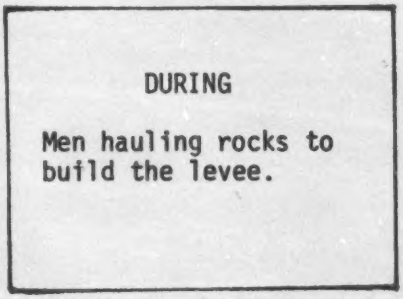


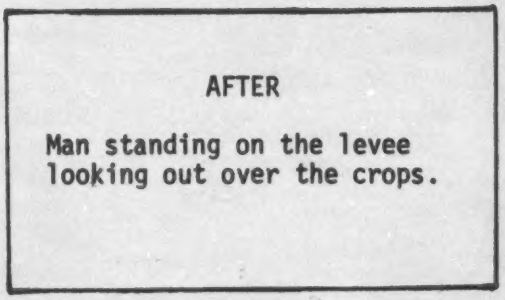
Tules are long, thin plants that grow in the swamps. Much of the Delta was called the "tulelands" because these plants once covered the area.



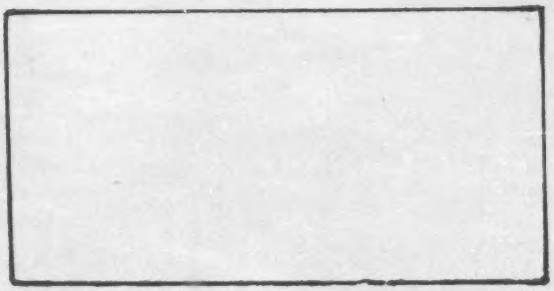
The men had to dig big ditches so that the water could be drained from the tulelands.







They had to build levees, or dikes, to hold back the Sacramento River. Notice that the crops are grown below the water level.

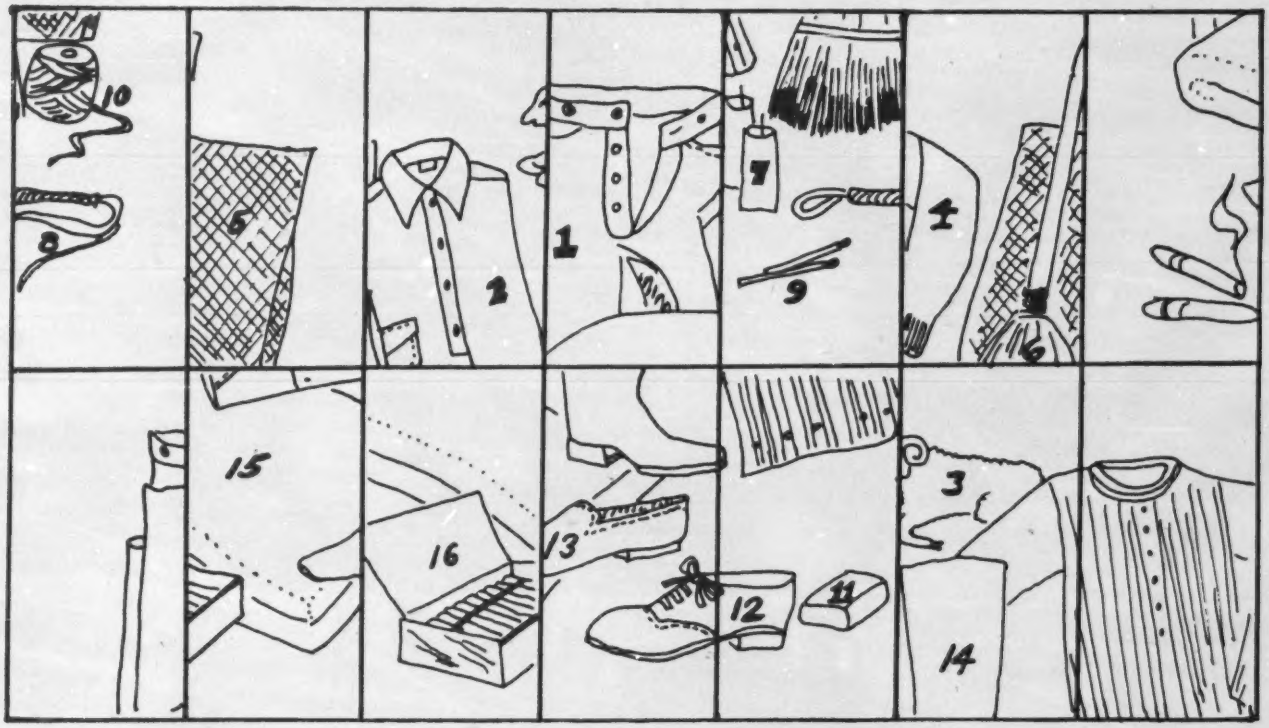


Today, there are small numbers of Chinese living in Delta towns like Locke, Walnut Grove and Isleton.

Tomatoes, corn, sugar beets and asparagus are grown in the Sacramento Delta today.

ITEMS MADE BY THE EARLY CHINESE IN CALIFORNIA

Unscramble the puzzle pieces and paste them in the boxes below. Then write the name of the item next to its number.



1 _____ 5 _____ 9 _____ 13 _____

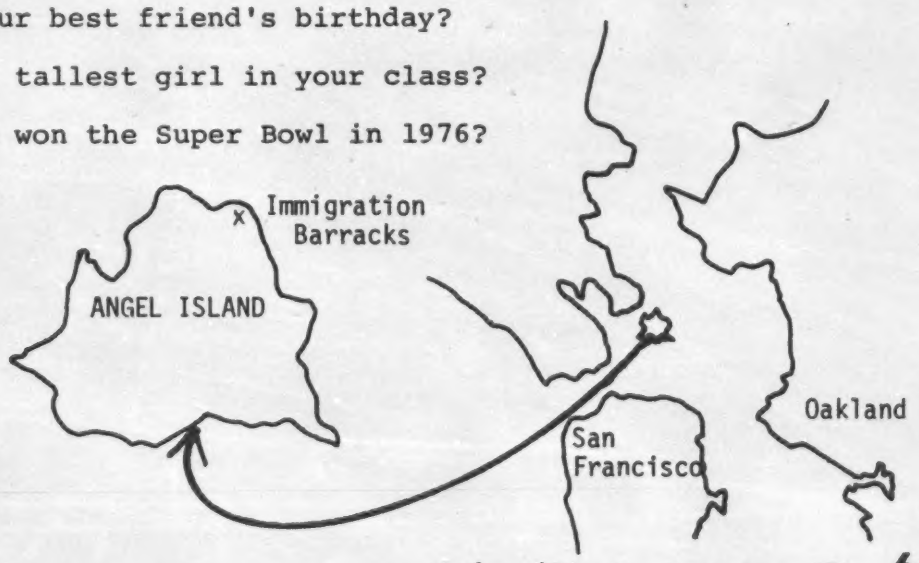
2 _____ 6 _____ 10 _____ 14 _____

3 _____ 7 _____ 11 _____ 15 _____

4 _____ 8 _____ 12 _____ 16 _____

Possible Questions for simulating the Angel Island Interrogation

1. What is your name?
2. What hospital were you born in?
3. How old are your father and mother?
4. How old is your grandmother(s)?
5. What is your mother's favorite color?
6. Where do you live?
7. How many rooms are there in the place where you live?
8. How many windows are there in the place where you live?
9. Who lives next door to you? (in a house or apartment)
10. What is the name of the place where your father works?
11. What is the name of the supermarket where your mother shops?
12. What was the name of your first grade teacher?
13. What is the address of your school?
14. Do you know the names of all of your classmates?
15. How tall is the fence around your school?
16. How many boys are there in your class?
17. How many sisters does your best friend have?
18. When is your best friend's birthday?
19. Who is the tallest girl in your class?
20. Which team won the Super Bowl in 1976?



Number 127, San Francisco Okay **6**

WORD SEARCH

Find these words. They can be written backwards, up, down, and crossways. They also can overlap each other. Circle them with a pencil.

CELERY
DELANO
WASHINGTON
SACRAMENTO
PILIPINOS
COURTLAND
GRAPES
BONUS
PEACH
TOMATO
OPERA
LOCKE
LETTUCE
DELTA
CANNERY
ASPARAGUS

W A S H G B B O N U S D M C O
A Z G S L S S C P E A C H A T
E U R K E R O N A L E D J N N
C O A G W A S H I N G T O N E
U G P A P I L I P I N O S O M
T C E L E R Y S Q R D E L T A
T B S A S P A R A G U S R S R
E S E K C O L J T R E G K Y C
L T O M A T O R A R E P O S A
Z N A C O U R T L A N D A C S

CAN YOU FIND ME?

1. I am a fish with whiskers. I can taste with my whiskers just like you can taste with your tongue. I am a CATFISH.

2. I am a very pretty fish with big scales and very soft fins. You often see me in Chinese paintings and on Japanese kites. I am a CARP.

3. I am a funny looking flat fish. When I am young, I look like other fish, but when I grow up, both of my eyes move to one side. I don't swim like other fish. I am a FLOUNDER.

4. I am a tasty fish and have seven stripes on my back, so I am called a STRIPED BASS.

5. They made a movie "Jaws" about some of my cousins. Chinese people like to make soup out of my fins so I am called a SOUP FIN SHARK.

6. I am red and have great big eyes. My fins are spiny and I have teeth so I am called a RED SNAPPER.

7. I have big, bulging eyes and spines on my fins too, but I also have spots on my back. I live among the rocks so I am called a ROCKFISH.

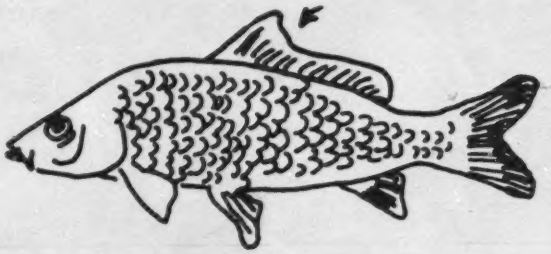
8. My body is round like a balloon from the side view and flat from the front view. I am a PERCH.

9. I have a long narrow body and small eyes. You sometimes find me alive, swimming in Chinatown fish tanks. I am black and I am called a HARD HEAD.

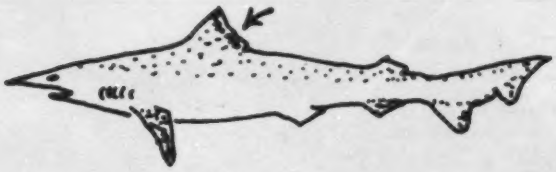
10. I have eight spines on my first fin and look like a tuna fish. My body gets very thin just in front of my tail. I am a MACKEREL.

FISHES COMMONLY EATEN BY CHINESE IN AMERICA

A. _____

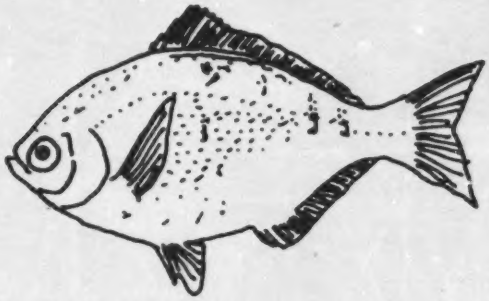


B. _____

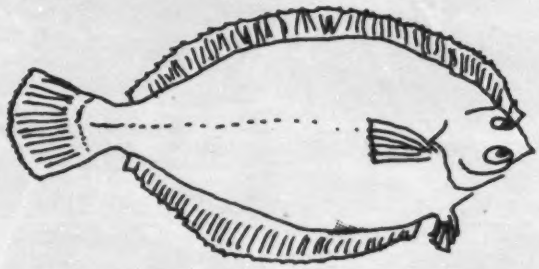


C. _____

D. _____

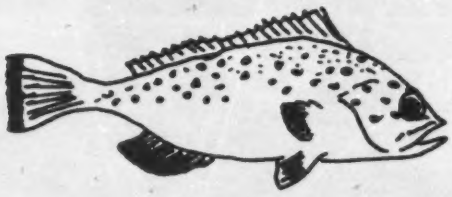


E. _____



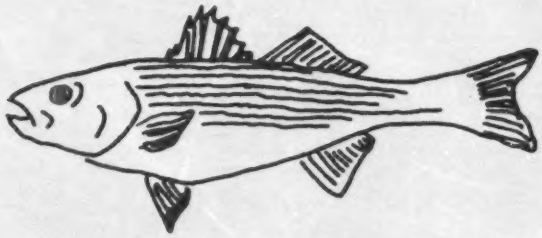
F. _____

Fishes with Spiny Fins (G-J)

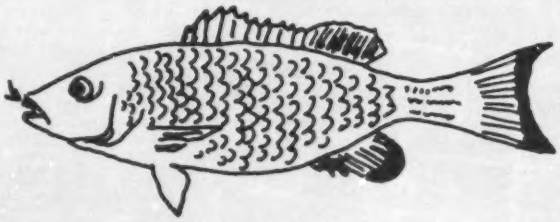


G. _____

H. _____



I. _____



J. _____

GETTING TO KNOW CHINATOWN BETTER

Use the map of Chinatown to help you fill in the blanks and answer the questions.

1. The Chinese Times, Chinatown's daily newspaper, is located on _____ place.

2. Self Help for the Elderly is a group that helps old people solve their problems. They have helped the elderly to find jobs and places to live. They are on _____ Street between Stockton and Powell Streets.

3. Low income families live in the public housing projects along _____ Avenue.

4. Chinese movies are shown at the _____ _____ Theatre on J_____ Street.

5. Bank of Trade is on the corner of _____ and _____.

6. _____ Market on Grant Avenue is a place to buy fresh fish.

7. Over 700 students (ages 5-8) attend _____School on C_____ Street.

8. People working at the _____ Office on C_____Street speak both English and Chinese.

9. Sam Woo Cafe on _____Street opens until 2 AM and serves rice soup.

10. The International Hotel on _____Street is home for many older Chinese and Pilipinos.

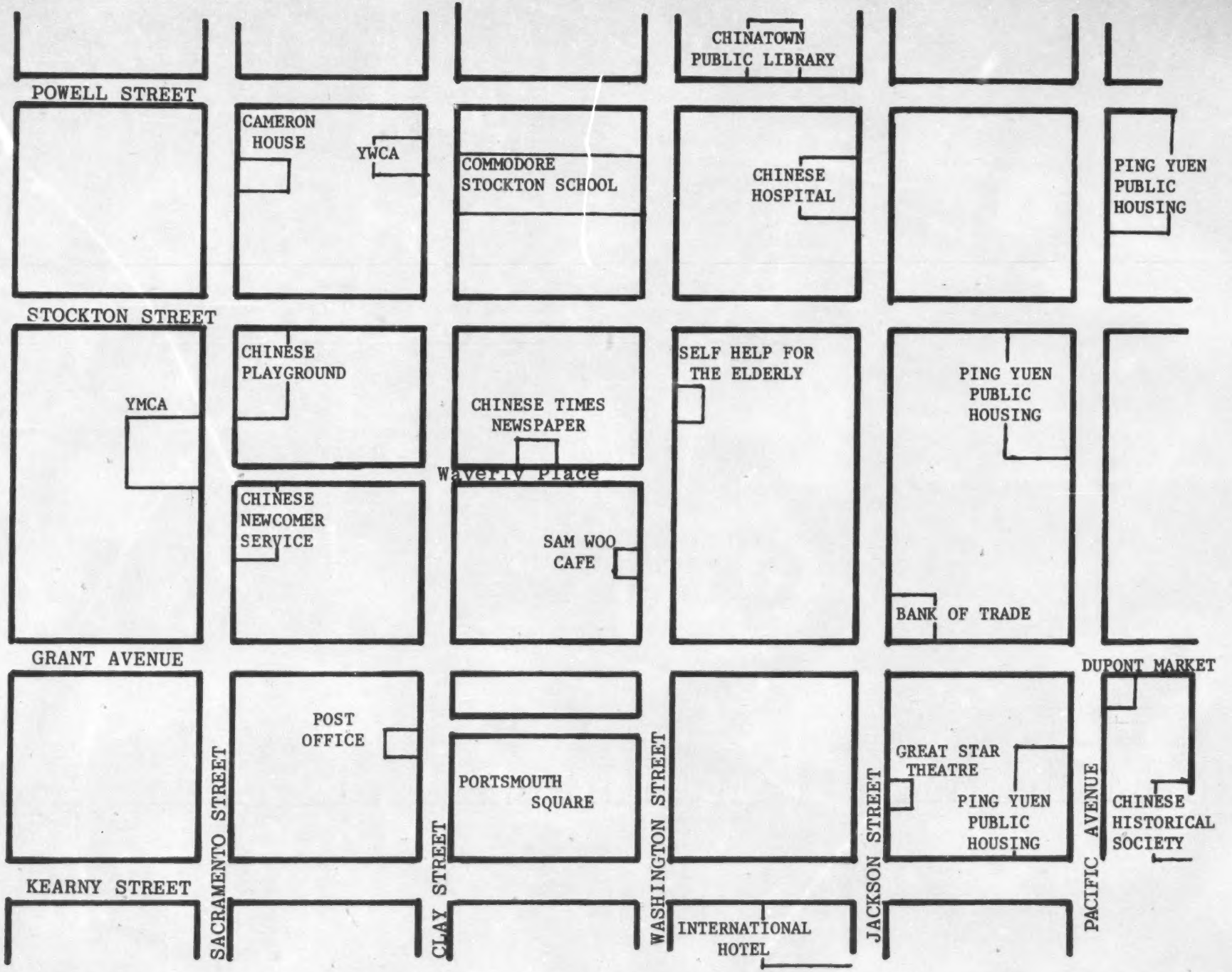
11. Chinese Hospital on _____Street was built in 1924 and is the only Chinese operated hospital in America.

12. Chinese immigrants often go to _____ _____Service on Sacramento Street. This group helps immigrants to get started in their new life in America.

13. If you were at Portsmouth Square, which are you closer to? Chinese playground or Commodore Stockton School?

14. If you were at the Post Office are you closer to the public library or or the Chinese Historical Society Museum?

15. How many places on the map have the word Chinese in their name?


MAP OF CHINATOWN, SAN FRANCISCO
POWELL STREET
CAMERON HOUSE
YWCA
COMMODORE STOCKTON SCHOOL
CHINATOWN PUBLIC LIBRARY
CHINESE HOSPITAL
PING YUEN PUBLIC HOUSING
STOCKTON STREET
YMCA
CHINESE PLAYGROUND
CHINESE TIMES NEWSPAPER
SELF HELP FOR THE ELDERLY
PING YUEN PUBLIC HOUSING
Waverly Place
CHINESE NEWCOMER SERVICE
SAM WOO CAFE
BANK OF TRADE
GRANT AVENUE
DUPONT MARKET
POST OFFICE
PORTSMOUTH SQUARE
GREAT STAR THEATRE
PING YUEN PUBLIC HOUSING
CHINESE HISTORICAL SOCIETY
KEARNY STREET
SACRAMENTO STREET
CLAY STREET
WASHINGTON STREET
JACKSON STREET
PACIFIC AVENUE
INTERNATIONAL HOTEL

WHO AM I?

A. I make the cakes, I make the bread
Sometimes I wear a white hat on my head. _ _ _ _ _ _

B. I plant the corn, I sow the seeds,
I have to hoe, or I'll get weeds. _ _ _ _ _ _ _

C. I listen to your heart, I make you say ah!
I make you feel better when you feel blah. _ _ _ _ _ _ _

D. You buy things to eat from my store.
When you're finished, I hope you'll buy more. _ _ _ _ _ _ _

E. I'll help you learn to add and read.
And teach you things that you'll always need. _ _ _ _ _ _ _ _

F. If I fix and grease your car,
It will run better and it will go far. _ _ _ _ _ _ _ _ _

G. I review cases, both small and big.
In the old days, I wore a wig. _ _ _ _ _ _

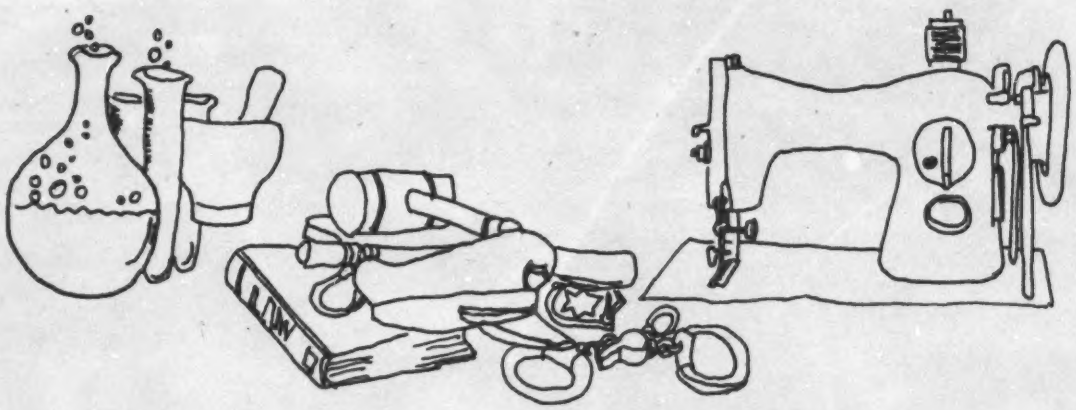
H. I'm the man who shouldn't be forgotten.
If you do. the house would smell rotten. _ _ _ _ _ _ _ _ _ _ _ _

I. Nothing stops me, not rain nor snow.
I bring you news from people you know. _ _ _ _ _ _ _ _

J. I work fast, my machine really knows.
I'm the person who sews your clothes. _ _ _ _ _ _ _ _ _ _ _ _

K. Watercolors, oils, yarn or clay.
My job's to see things in a totally different way. _ _ _ _ _ _ _

L. To make new discoveries, our goal is ambitious,
My tools are flasks and petrie dishes. _ _ _ _ _ _ _ _



WRITTEN LANGUAGES USED IN AMERICA TODAY

Below are some written languages that are used by Americans. Can you guess what they are? To find out if your answer is correct, match the puzzle pieces. The arrows tell you in which direction the language is read.

神愛世人甚至將他的獨
生子賜給他們叫一切信
他的不至滅亡反得永生

A.

神はそのひとり子を賜わったほ
どに この世を愛して下さった。
それは御子を信じる者がひとり
も滅びないで 永遠の命を得る
ためてある

B.

하나님이 세상을
이처럼 사랑하사
독생자를 주셨으니
이는 저를 믿는 자
마다 멸망치 않고
영생을 얻게 하려
하심이니라

C.

क्योंकि परमेश्वर ने संसार से ऐसा
प्रेम रखा कि अपना एकलौता पुत्र
दे दिया कि जो कोई उस पर विश्वास
करे, नष्ट न हो परन्तु शाश्वत
जीवन पाए।

D.

Vì Đức Chúa Trời thương yêu
thế-gian đến nỗi đã ban Con độc sanh của
Ngài, hầu cho hễ ai tin Con ấy không bị
hư-mất, nhưng được sự sống đời đời.

E.

Ибо так возлюбил Бог мир, что
отдал Сына Своего единородного,
дабы всякий, верующий в Него,
не погиб, но имел жизнь вечную.

F.

Διότι τόσον ἠγάπησεν ὁ Θεὸς
τὸν κόσμον, ὥστε ἔδωκε τὸν Υἱὸν
αὐτοῦ τὸν μονογενῆ, διὰ νὰ μὴ
ἀπολεσθῇ πᾶς ὁ πιστεύων εἰς
αὐτόν, ἀλλὰ νὰ ἔχῃ ζωὴν αἰώνιον.

G.

لأنه هكذا أحب الله العالم حتى بذل ابنه الوحيد
لكي لا يهلك كل من يؤمن به بل تكون له الحياة الأبدية

H.

כִּי־אָהַב רָזָה אֶת־הָאֱלֹהִים אֶת־הָעוֹלָם עַד־
אֲשֶׁר נָתַן אֶת־בְּנוֹ אֶת־יְחִידוֹ לְמַעַן אֲשֶׁר לֹא־יֹאבַד
כָּל־הַמַּאֲמִין בּוֹ כִּי אִם־יִחְיֶה חַיֵּי עוֹלָם׃

I.

Porque de tal manera amó Dios al mundo, que ha dado á su Hijo unigénito, para que todo aquel que en él cree, no se pierda, mas tenga vida eterna.

J.

Poichè Iddio ha tanto amato il mondo, che ha dato il suo unigenito Figliuolo, affinchè chiunque crede in lui non perisca, ma abbia vita eterna.

K.

Porque Deus amou o mundo de tal maneira, que deu o seu Filho unigênito, para que todo aquêle que nêle crê não pereça, mas tenha a vida eterna.

L.

For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.

M.

Denn also hat Gott die Welt geliebt, daß er seinen eingebornen Sohn gab, auf daß alle, die an ihn glauben, nicht verloren werden, sondern das ewige Leben haben.

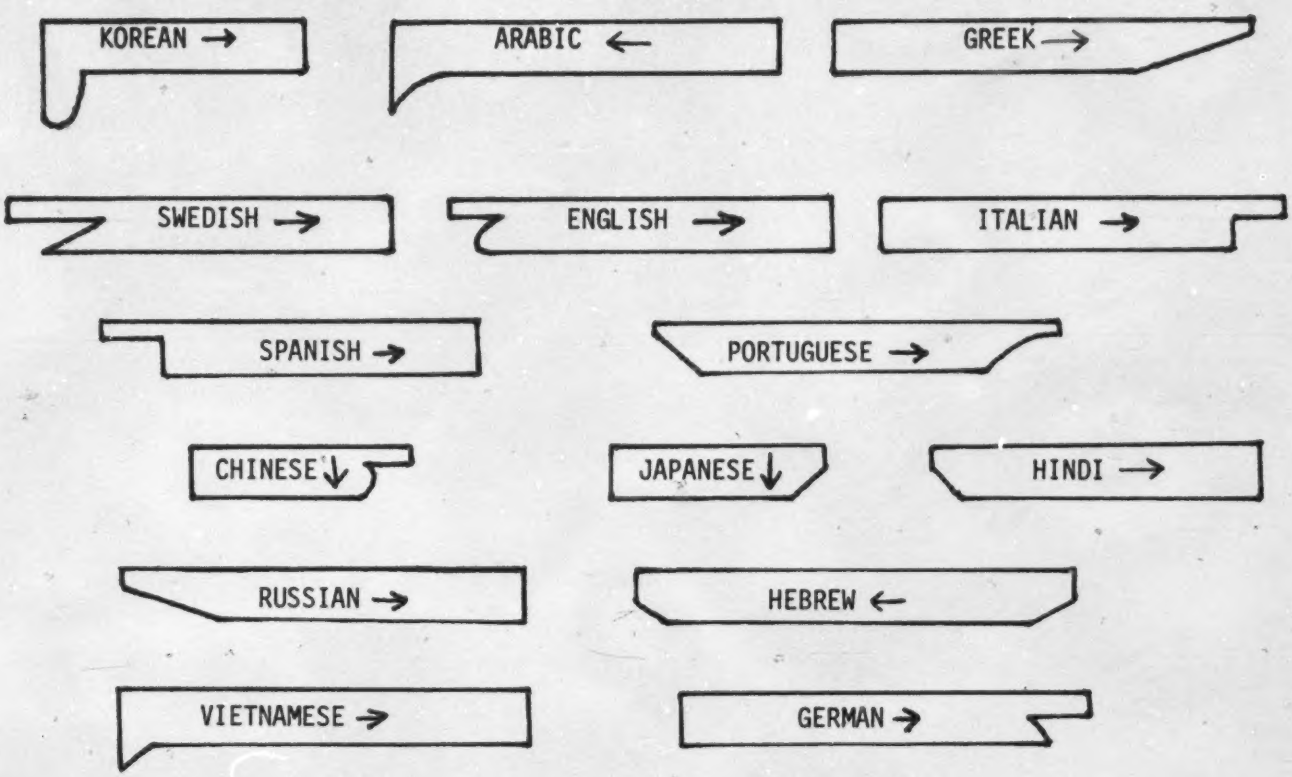
N.

Ty så älskade Gud världen, att han utgav sin enfödde Son, på det att var och en som tror på honom skall icke förgås, utan hava evigt liv.

O.

WRITTEN LANGUAGES

The arrows tell you in which direction the language is read in the examples given.



1. Which language is the most widely spoken language in America? _____

2. Which language is the second most widely spoken language in America? _____

3. Which languages are read up and down in the examples given?

_____

4. List three languages that are read from left to right. →

_____

5. List the languages that are read from right to left. ←

_____

6. Compare Chinese, Japanese and Korean. Which one is made up mostly of circles and lines?

_____

7. There are three languages that look almost the same. In fact, the last word is exactly the same. These three languages come from a common source, Latin. What are the three languages?

_____

8. Which language might be the written language of people from India?

_____

WHO ARE THESE CHINESE AMERICANS?

Match the puzzle pieces to find out who they are.

Ying Lee Kelley
Former Councilperson
Berkeley, California

Dr. Chien Shiung Wu
Experimental Physicist

Mareen Louie
Tennis Player

Jade Snow Wong
Writer and Ceramist

Harry Low
Judge

Dong Kingman
Watercolor Artist

WHO ARE THESE CHINESE AMERICANS?

Match the puzzle pieces to find out who they are.

Frank Chin
Playwright

March Fong Eu
California
Secretary of State

Hiram Fong
Retired U.S. Senator,
Hawaii

Maxine Hong Kingston
Writer

Bruce Lee
Actor

James Wong Howe
Hollywood Cameraman

A BRIEF CHRONOLOGY OF CHINESE AMERICAN HISTORY

Events in China	Events in the United States	Events in Chinese American History
		458 A.D. A passage in the History of the Liang Dynasty can be interpreted as recounting the visit of Hui-shen, a Buddhist, to the west coast of America. Descriptions are too vague to be accepted as positive proof.
9th to 16th Centuries - Trade with Japan and Southeast Asia	1492 - Columbus lands in the West Indies	
16th Century onwards - Increasing trade with European countries	1607 - Jamestown established	1600's - Spanish records of Chinese settlements in Acapulco and later in Mexico City by 1635.
	1620 - Pilgrims land at Plymouth	
1644 - Overthrow of the Ming, establishment of the Manchu Dynasty	1777 - United States War of Independence	
1784 - First American Ship arrives in Canton, China.		1785 - First record of Chinese in the United States. Three Chinese seamen land in Baltimore.
		1815 - First record of Chinese in California, then still a province of Mexico.
1839 - Opium War with England		1843 - Official U.S. immigration records show 43 Chinese immigrants prior to 1843 (does not include California).
1846 onwards - Natural catastrophes, population pressures and civil unrest lead to large scale emigration.	1846-48 War with Mexico	
1845 - 1873 The "Coolie Trade" sends thousands of Chinese overseas under slavelike conditions.	1849 - California "Gold Rush"	1849 - Chinese population in San Francisco increases from 787 in 1849 to 4,018 by 1850.
		Start of a Chinese American community. First theater established in 1852, first Chinese newspaper published 1854.
		1850 - State statutes prohibiting testimony of Blacks and Indians in cases involving whites are also applied to Chinese.
1850 - 1864 Taiping Rebellion and Red Turban Rebellion in south China results in millions killed.		First anti-Chinese riot happens in Tuolome County. .
		1852 - 20,025 Chinese in the United States. Start of large-scale Chinese immigration.
		1852 to 1870's - Chinese in MINING. By 1870, the Chinese make up 28% of all miners in California.
		1854 - Passage of Foreign Miner's Tax, enforced primarily against the Chinese. For 20 years, it provides one-half the income of California's government.
		1855 - Yung Wing receives B.A. degree from Yale University, first Chinese graduate of an American University.
		1860 - Chinese Six Companies formed in San Francisco, becomes the unofficial government of Chinatown.
		Schools in California segregated by the state, repealed in 1947.
	1861 - 65 United States Civil War	1860's to 1880's - Movement of Chinese laborers into AGRICULTURE , LAND RECLAMATION, FISHING, MANUFACTURING and SERVICE INDUSTRIES . Success in each of these fields is followed by anti-Chinese violence and restrictive legislation.
1868 - Burlingame Treaty with the United States removes official restriction on persons wishing to go to the U.S., and guarantees equal treatment for Chinese and Americans in either country.	1869 Completion of the transcontinental railroad spurs the population growth of California and the West.	1863 - 1869 Chinese Workers on the TRANSCONTINENTAL RAILROAD
		1867 - 5,000 Chinese railroad workers go on strike for higher wages. Strike fails due to lack of support from other workers.
	1870's - Post Civil War Economic Depression	1870's to 1900 - Period of ANTI-CHINESE VIOLENCE. Riots in Rock Springs (1885), Los Angeles (1871) and elsewhere.
		Passage of anti-Chinese legislation in California, such as the Cubic Air Ordinance (1873), Queue Ordinance (1873) and Laundry Ordinance (1876).
		1875 - A Chinese worker, Ah Bing, grows a special cherry later called the Bing Cherry.
		1882 - CHINESE EXCLUSION ACT PASSED - suspends Chinese immigration to the United States, and formally prohibits naturalization of Chinese in the United States. Enforced through amendments until 1943. Stops large scale Chinese immigration for 60 years.

Events in China	Events in the United States	Events in Chinese American History
		1888 - Scott Act prohibits the re entry of 20,000 Chinese workers who temporarily left the U.S. to China with re-entry permits.
1895 - Sino-Japanese War	1898 - Spanish-American War. Extension of U.S. influence in Asia.	1880's to 1900's - Chinese labor in agriculture replaced by other immigrants, notably Japanese, Mexican and Pilipino.
1900 - Boxer Rebellion	1903 - Wright Brothers fly first heavier-than-air machine.	Chinese American population confined to Chinatowns. Worked in laundries, restaurants or as domestics.
1906 - Chinese in Shanghai, Hong Kong and elsewhere stage a 1-year boycott of U.S. goods in protest of the treatment of Chinese in the United States.	1906 - San Francisco Earthquake (immigration records on Chinese in America lost . Many Chinese claim to be citizens. The "slot system" is born.)	1906 - Alien Land law passes. Aliens cannot own land. Repealed in 1947.
		1909 - Fung Joe Guey flies first heavier-than-air machine on West Coast.
1911 - Manchu government overthrown. Chinese Republic established.	1917 - 18 World War I	1910's to 1930's - Period of the "slot system" and "Paper Son" Immigration. All immigrants from China detained and questioned at Angel Island.
		1915 - Chinese American Citizen's Alliance formed to protect the civil rights of Chinese in the United States.
		1920 - Chinese American population declines from 132,000 to 62,000 due to immigration restrictions.
		1924 - Congress passes law preventing Chinese women to enter as wives of Chinese Americans, thus perpetuating the bachelor society.
	1929 - The Great Depression	1929 - Unemployment in Chinatown as high as 50%.
1937 - 1945 War with Japan. (Emigration to the U.S. broken off. Chinese Americans support the Chinese war effort.)	1941 - 45 World War II	1941 - 45 Chinese Americans join war industries and armed forces.
		1943 - The Chinese Exclusion Act is repealed and Chinese in the United States given right to naturalize. Token quota of 105 set for Chinese immigration.
1945 - 49 Chinese Civil War		1945 - War Brides Act allows 6,000 Chinese women to enter the United States as wives of men in the U.S. armed forces.
1949 - Establishment of the People's Republic of China	1949 - U.S. breaks off all diplomatic ties with mainland China. (Chinese overseas students are stranded and Chinese American ties to China are broken.)	
	1950 - 53 Korean Conflict	1953 - Refugee Relief Act allows entry of 2,777 Chinese as refugees of the Chinese Civil War.
		Revival of "Yellow Peril" in form of Chinese Communism.
		1957 - Yang Chen-ning and Lee Tsung-dao are awarded the Nobel Prize in Physics.
		1959 - Hiram Fong first Chinese American to be elected to the U.S. Senate (Hawaii).
	1960's - The Civil Rights Movement (stimulates the struggle for the civil rights of Asian Americans)	1962 - 15,000 Chinese immigrants are allowed to enter the U.S. under the Refugee Relief Act.
		1965 - IMMIGRATION REVISION LAW permits increase in Chinese immigration from Hong Kong, Taiwan, Southeast Asia and Latin America. Chinese American population nearly doubles between 1960 and 1970.
		1968 - 1969 Third World Strikes at San Francisco State College, U.C. Berkeley, and other campuses. The rise of the Asian American Movement, demands for ethnic studies, and increased interest in the People's Republic of China.
1971 - The invitation of U.S. Ping-pong team to China signals a change in U.S. - China relations. (Chinese Americans are able to visit China for the first time in 22 years.)	1972 - President Nixon visits the People's Republic of China	1969 - 70 - Inception and growth of Asian American community organizations to meet the needs and problems of Chinatown and other Asian communities.
		1974 - Lau vs. Nichols sets landmark in bilingual education, mandates that non-English speaking students must receive special education.
		1976 - Samuel Ting is awarded the Nobel Prize in Physics.